A LISTING OF

Teacher/Leader Resources

—For the Educational Ministry
of the Local Church

Published by the
TASK FORCE ON
TEACHER/LEADER RESOURCES
Division of Education and Ministry
National Council of Churches
of Christ in U.S.A.

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FOREWORD

Publication of this *Listing of Teacher/Leader Resources* for the local church is the culmination of a series of events, over a number of years, sponsored by the Task Force on Teacher/Leader Resources of the Program Unit on Education for Christian Life and Mission, Division of Education and Ministry, National Council of Churches. In March, 1972, an initial conference was held at Krisheim Conference Center, Philadelphia. The purpose was to share denominational resources, print and media, and to discover ways of cooperating both in the use and production of teacher/leader resources across denominational lines. Again, in March, 1973, a similar conference was held in Stony Point, New York. At that time, resources were arranged according to specific categories or foci for leader development. Notebooks prepared for these conferences listed resources with brief descriptions. The notebooks became a head start toward this publication.

The Task Force felt the next step was to publish this listing for use by churches at national, regional, and local levels. Denominations were asked to submit resource titles for inclusion that would meet the following criteria:

(1) Audience for the resource: congregational education planners, administrators, teachers, leaders in educational ministry.
(2) The resources should be helpful regardless of any special curriculum being used.
(3) The resource must fit one of the eight categories identified by the task force.
(4) The anticipated availability for the resources should be for two or three years.
(5) Resources projected or in production would be included if they had firm titles, descriptions, publication date, and prices.

There are approximately 296 individual resources included in various categories, and approximately 271 are cross-referenced in more than one category. All prices listed are subject to change by the publishers.

The Task Force members met frequently and were a working team in all the steps leading up to the publication of this resource listing. Thanks and appreciation are offered for their efforts in seeing this project through. Also, deep gratitude is expressed to Ruth Russ and Joan Roll of the NCCC office staff for invaluable contributions in preparing the maunscript, and to Evelyn Huber of the American Baptist Churches for final editing.

J. Blaine Fister
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September, 1976
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HOW TO USE
A LISTING OF TEACHER/LEADER RESOURCES

This comprehensive listing of leader development and support resources is for persons working in the educational program of the congregation. It has been designed particularly for persons with concern and responsibility for planning and implementing the program of leader education and for those persons who teach and lead groups in that program.

Many denominations have participated in creating this listing. None of the resources is so denominationally oriented as to be unsuited for use by other denominations.

It will be helpful to note the format of the descriptions for each resource: title, author, kind of resource, for whom the piece is mainly intended, content description, publication date and publisher.

The following suggestions are intended to make the listing easier for you to use:

(1) Begin by studying the categories which serve as the organization for the listings. Note the annotation of the categories on page 6 to see which kinds of resources are listed within each.

(2) If you are looking for a resource on a particular subject, examine the annotation of the categories to learn which category has the listings on that subject. Then locate the category and examine the listings. Since each listing is annotated, the content description will help you know whether it is what you are looking for. All titles are listed alphabetically.

(3) You might try just browsing through categories in which you have the most interest and need. Note the titles which offer promise for some phase of your program. Then select the ones which you want to use. Unless it is indicated that the resource must be ordered from the publisher, you can order resources from your denominational bookstores. Giving the name of the publisher will assist the person filling your order.

(4) You will find this listing useful in making selections for your church library. Try to provide something in each category, since a well-rounded program of leader education needs to offer support in all of the categories.

(5) For those teachers and leaders who follow a self-study program, this comprehensive listing gives access to what is available. Such use may be limited to a particular category, or to as many categories as interest and need dictate.

DESCRIPTIONS OF CATEGORIES IN WHICH RESOURCES ARE LISTED

HOW TO PLAN FOR EDUCATION IN THE CONGREGATION (Category 1)

- ___philosophy of education
- ___educational and theological assumptions
- ___review and evaluation
- ___problem-solving
- ___goal articulation/implementation
- ___selection of resources for educational ministry
- ___choice of settings and groupings
- ___teacher/leader selection/development/support

WHY BE A TEACHER/LEADER? (Category 2)

- ___motivation/faith/commitment to Christ and the church
- ___realistic appraisal of self
- ___teaching for faith commitment
- ___motivation of persons to begin and continue teaching/leading
- ___personal faith development

WHAT SHOULD BE TAUGHT/LEARNED? (Category 3)

- ___subject matter mastery
- ___individual and group study methods for learning and teaching
- ___biblical content/interpretation
- ___historical content/methodology
- ___theological content/methodology
- ___sociological content/methodology
- ___psychological content/methodology

HOW TO TEACH/LEAD (Category 4)

- ___creative activities
- ___question-asking
- ___use of art forms
- ___creation of learning climate
- ___using the physical setting
- ___teaching religious methodologies—prayer, worship, celebration
- ___lesson and unit planning
- ___methods for group involvement

HOW PEOPLE GROW (Category 5)

- ___stages of mental, physical, emotional, social development
- ___life issues at different life-stages
- ___family life cycles
- ___religious readiness, spiritual growth

HOW PEOPLE LEARN (Category 6)

- ___how change happens
- ___how learning occurs
- ___role and task of the leader
- ___action/reflection models

HOW GROUPS FUNCTION (Category 7)

- ___team building
- ___leadership functions
- ___group maintenance
- ___human relations
- ___group process

HOW TO CHOOSE RESOURCES (Category 8)

- ___selection of resources for use in sessions and units
- ___source of resources
- ___resource listings

CATEGORY 1 • HOW TO PLAN FOR EDUCATION IN THE CONGREGATION

TITLE: Across the Board

DESCRIPTION: Game

FOR: Director of Christian education; pastor; commission/committee members; group leaders

CONTENT: A game-exercise developed for use by committees and congregations who wish to mobilize the forces essential to achieve effective teaching in their churches. Director's manual, strategy booklet, game board and cards.

PUBLISHER: Westminster Press **PRICE:** $5.00

TITLE: Adult Leader

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult, older adult classes; group leaders; intergenerational leaders; family life educators; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Alleluia He Lives

DESCRIPTION: Booklet, 8½ x 11, 27 pages

FOR: Director of Christian education; pastor; commission/committee members; planning committee for Lent/Easter

CONTENT: A resource with suggestions for observing Lent and celebrating Easter.

PUBLICATION DATE: January, 1976 **PRICE:** $1.50

PUBLISHER: Department of Christian Education, Evangelical Covenant Church of America

ORDER: Resource Center, 5101 N. Francisco Avenue, Chicago, IL 60625

TITLE: Aware: Religious Education Resource Notebook

DESCRIPTION: Resource notebook with supplements

FOR: Director of Christian education; teachers and leaders of all ages

CONTENT: A religious education resource notebook and supplemental mailings. Articles written by people in religious education field.

PUBLISHER: Seabury Press **PRICE:** $6.00 plus postage
1976—5 suppl. mailings

ORDER: Seabury Bookstore, 815 2nd Avenue, New York, NY 10017

TITLE: Basic Kit

DESCRIPTION: Set of ten data modules

FOR: Director of Christian education; pastors

CONTENT: This "Basic Kit" contains ten data modules, "Interaction in the Classroom," "Selecting Learning Experiences Appropriate to Objectives," "Identifying Thinking Behavors," "Discipline and the Teacher," "Teacher-Pupil Planning," "Finding Out Through Inquiry," "Use of Pictures," "Using Community Resources," "Values and Feelings," and "Building Curriculum in the Local Church."

PRICE: $50.00
(a savings of $5.50 over the price of purchasing the modules separately)

PUBLISHER: Westminster Press

TITLE: Biblical Images for Contemporary Culture **AUTHOR:** Maynard P. Turner, Jr.

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; group leaders

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Biblical/Theological Presuppositions in Church Education **AUTHOR:** Mayo Y. Smith

DESCRIPTION: Audio cassette; leader's guide

FOR: Director of Christian education; pastor; commission/committee members; beginning teachers

CONTENT: A tool for supervisors to use in leading teachers to an understanding of what they really believe and what they are trying to do, consciously or unconsciously, in their teaching. Fourteen-minute cassette, individual worksheets, and instruction sheet.

PUBLICATION DATE: 1972 **PRICE:** $6.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: Only from publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Building an Effective Church School **AUTHOR:** Kenneth D. Blazier

DESCRIPTION: Book

FOR: Commission/committee members; pastor; director of Christian education; church school superintendent

CONTENT: Developing a statement of purpose and standards for the church school, planning, organization, and teacher recruitment are discussed. Considerable attention is given to the task and role of the church school superintendent, including the support which that person can expect from the board/committee of Christian education.

PUBLICATION DATE: 1976 **PRICE:** $1.95

PUBLISHER: Judson Press

TITLE: Building Curriculum in the Local Church

DESCRIPTION: Data module

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: A variety of resources to lead users through an examination of the elements to be considered in local church curriculum planning. Should be used by a group with a leader who is familiar with the module. Information sheet, ten photos, explanation-of-curriculum sheet, four analysis sheets, two guidance sheets, sheet for making overhead transparency.

PUBLISHER: Westminster Press **PRICE:** $3.75

TITLE: Camping with Retarded Persons **AUTHOR:** La Donna Bogardus

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of social action; leaders of retarded/handicapped persons

CONTENT: A guidance resource for leaders for use in planning camps for retarded persons, dealing primarily with small group camping.

PUBLICATION DATE: 1972 **PRICE:** $1.10

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: Christian Education Is

DESCRIPTION: Filmstrip

FOR: Director of Christian education; pastor; commission/committee members; leaders of teacher training workshop

CONTENT: This filmstrip is designed to help motivate persons, committees, and churches to examine their ministry in Christian education. The excitement, the joy, and the purpose of the whole area of work is featured. The filmstrip provides a fresh look at some basic truths in our contemporary setting.

PUBLICATION DATE: 1974 **PRICE:** $12.95

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: Christian Living with Young Children **AUTHORS:** Theris Aldrich, Norma Jean and Burton Everist, Velma Schmidt, and Emma Jane and Lyman White

DESCRIPTION: Audio cassette; filmstrip; leader's guide; multimedia; study guide; worksheets

FOR: Director of Christian education; pastor; commission/committee members; beginning teachers; pre-school teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Church Alive and Perking—A Workshop on Planning Church Programs **AUTHOR:** Norman Jacobs

DESCRIPTION: Book

FOR: Director of Christian education; pastor

CONTENT: This is a combination text and guide in three units (six sessions): 1) Look Who's Here; 2) Programs Are for Persons; 3) The House of God—the Gate of Heaven. The workshop considers such things as: discovering those for whom church program exists, learning to plan for those beyond ourselves, finding the basis for church programs, seeing wholes in depth, and church groups as a home base for Christian experiences. Six sessions.

PUBLICATION DATE: 1973 **PRICE:** $2.95

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: The Church and Children Under Two **AUTHOR:** Kathrene McLandress Tobey

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school

CONTENT: Describes children under two and deals with such practical matters as space needs and furniture. For all who plan for the care of small children.

PUBLISHER: John Knox Press **PRICE:** $1.35

TITLE: Church Education **AUTHOR:** James M. Campbell

DESCRIPTION: Book

FOR: Commission/committee members; church officers

CONTENT: To enable church leaders to clarify the purpose of education in the congregation and to make basic decisions in order to increase the effectiveness of the educational program.

PUBLICATION DATE: Summer, 1976 **PRICE:** To be announced

PUBLISHER: John Knox Press in cooperation with Geneva Press

TITLE: Church Options for Day Care

DESCRIPTION: Guidance packet

FOR: Director of Christian education; teachers and leaders of pre-school; family life educators

CONTENT: Guidance packet for churches contemplating entering into a day care program.

PUBLISHER: Westminster Press **PRICE:** $3.00

TITLE: The Church Resource Library: How to Start It and Make It Grow **AUTHOR:** Maryann J. Dotts

DESCRIPTION: Book

FOR: Director of Christian education; commission/committee members; church library committee

CONTENT: A guide for untrained local church librarians and library committees to help them organize, catalog, and store print and non-print resource materials for use with the educational ministry in the local congregation.

PUBLICATION DATE: 1975 **PRICE:** $2.95

PUBLISHER: Abingdon Press

TITLE: The Church School **EDITOR:** Lena Mereness

DESCRIPTION: Monthly magazine

FOR: Director of Christian education; pastor; commission/committee members; intergenerational leaders

CONTENT: Each issue is directed to planners and administrators. Stories describe projects tried by churches in a variety of locations and sizes. Articles give information on new developments, where to get resources, and helps for planning.

PUBLICATION DATE: Monthly **PRICE:** $1.85 a quarter in bulk (3 issues)
$9.75 annual single subscription

PUBLISHER: Graded Press, United Methodist Publishing House

ORDER: From regional service centers

TITLE: The Church's Children: Who, Where, What? Design No. 5

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Produced by JED Task Force on children's ministries. To assist local church leaders to identify who are the children for whom they are planning church education, where they are located in the community, and what their needs are. Forms for collecting data on the church's children and their needs are included as well as a planning process.

PUBLICATION DATE: Spring, 1976 **PRICE:** $1.95

PUBLISHER: John Knox Press

TITLE: The Church's Ministry with Children: An Administrative Packet

DESCRIPTION: Packet

FOR: Pastor; commission/committee members; director of Christian education

CONTENT: The pamphlets in the packet respond to administrative questions such as space needed, leader development, types of programs, etc.

PUBLICATION DATE: January, 1978 **PRICE:** To be announced

PUBLISHER: Ministry with Children, Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: Communicating the Faith with Children **AUTHORS:** Robert L. Browning and Charles R. Foster

DESCRIPTION: Audio cassette

FOR: Director of Christian education; pastor; beginning teachers; elementary teachers; family life educators

CONTENT: A four-cassette tape series prepared so that leaders and teachers in the church school might listen to the cassette recordings of actual teacher-child conversation and teacher-resource person conversation that raise questions of importance to anyone working with children. Companion workbook should be used with the series.

PUBLICATION DATE: 1972 **PRICE:** $24.95

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: Context for Choice

DESCRIPTION: Book

FOR: Pastor; group leaders; sessions and leaders of youth

CONTENT: Handbook to assist pastors and leaders plan and design programs for comfirmation/commissioning of youth, taking into account their own situation and the young persons with whom they work. Includes resource list and descriptions of what some churches are doing.

PUBLISHER: Geneva Press **PRICE:** $2.65

TITLE: Creating the Congregation's Educational Ministry **AUTHORS:** Shirley J. Heckman and Iris L. Ferren

DESCRIPTION: Book

FOR: Director of Christian education; pastor, commission/committee members

CONTENT: Part One—Foundations for Planning, provides a context for a systemic approach to congregational education. Processes are included for creating an ongoing planning/evaluating process, a basic design, teaching/learning opportunities, and leader development and support. The section for selecting material resources is bound separately to allow for updating.

PUBLICATION DATE: January, 1976 **PRICE:** $4.95

PUBLISHER: The Brethren Press (for JED)

TITLE: Curriculum Evaluation for Christian Education

DESCRIPTION: Booklet, 8½ x 11, 7 pages

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: A simple form to help the Sunday school superintendent and teachers evaluate various Sunday school curriculums. Includes the evaluation process, curriculum values, and a worksheet.

PUBLICATION DATE: February, 1976 **PRICE:** 25¢

PUBLISHER: Department of Christian Education, Evangelical Covenant Church of America

ORDER: Resource Center, 5101 N. Francisco Avenue, Chicago, IL 60625

TITLE: Curriculum Evaluation: Guidelines and Summaries

DESCRIPTION: Packet

FOR: Director of Christian education; commission/committee members

See Category 8, "How to Choose Resources," for full information.

TITLE: Designing Church Education for Children Under 6

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; beginning teachers; pre-school teachers

CONTENT: A guide to assist those who plan for church education for the very young child.

PUBLISHER: Geneva Press **PRICE:** $1.00

ORDER: From publisher—Curriculum Order Department, 1132 Witherspoon Bldg., Philadelphia, PA 19107

TITLE: Developing a Bus Ministry **AUTHORS:** Arlo F. Newell and H. Peter Slagle

DESCRIPTION: Booklet

FOR: Director of Christian Education; pastor; commission/committee members

PUBLICATION DATE: 1975 **PRICE:** 75¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: Developing the Congregation's Educational Program

DESCRIPTION: Workbook

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Provides step-by-step guidance for developing an educational program for the local church. Contains forms for data gathering. Suggests at least twelve meeting hours.

PUBLICATION DATE: February, 1976 **PRICE:** $3.95

PUBLISHER: Geneva Press (for JED)

TITLE: Developing a More Consultative Way of Working **AUTHOR:** Richard Monroe

DESCRIPTION: Audio cassette

FOR: Director of Christian education; pastor; commission/committee members; group leaders; leadership training

See Category 7, "How Groups Function," for full information.

TITLE: Educating the Mexican American **AUTHORS:** Henry S. Johnson and William J. Hernandez-M.

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: A book which makes clear that a culturally different child is not thereby a deprived or disadvantaged child.

PUBLICATION DATE: 1970 **PRICE:** $6.95

PUBLISHER: Judson Press

TITLE: Education Futures

DESCRIPTION: Study papers

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: A series of monographs to help leaders join in inventing and planning the future. Not "how-to" guides, these study papers investigate the sources, aims, and possible models for future Christian education. See list below.

PUBLICATION DATE: 1974–1976 **PRICE:** $1.95 each

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

#1: VISIONS: A College of Hopes for the Future of Church Education (8650-C)
#2: TOPICS: A Catalogue of Concerns in Shaping Future Church Education (8651-C)
#3: World Development as an Aim of the Church's Educational Work, by Robert E. Reber (8667-C)
#4: The Contextual Model as an Option for the Church's Educational Work, by Kenneth H. Pohly (8675-C)
#5: The Church's Emerging Life as a Source in Shaping Its Educational Work, by Thomas K. Farley (8655-C)
#6: Teaching about Religion in the Schools as an Option, by J. Blaine Fister (8678-C)
#7: The Family-Centered Model as an Option for the Church's Educational Work, by William A. Dalglish (8669-C)
#8: Theology as a Source in Shaping the Church's Educational Work, by James C. Logan (8652-C)
#9: General Education as a Source in Shaping the Church's Educational Work, by Douglas E. Wingeier (8654-C)
#10: The Learning Center Model as an Option for the Church's Educational Work, by Marion E. Brown (8672-C)
#11: Action-Oriented Models as Options for the Church's Educational Work, by Paul M. Dietterich (8674-C)
#12: Liberation as an Aim of the Church's Educational Work, by Else E. Adjali and Carolyn D. McIntyre (8666-C)
#13: Mass Media Models as Options for the Church's Educational Work, by James E. Alexander (8676-C)

TITLE: Educational Ministries with Blacks **AUTHOR:** Willard A. Williams

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Examines theological, philosophical, and educational aspects of ministries with blacks. Provides guidance for putting the ideas generated into action and raises questions necessary for designing educational programs rather than offering simplistic solutions to complex issues.

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church.

PRICE: $1.35

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: Educational Ministry with Adults **AUTHOR:** Roy H. Ryan

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders; beginning teachers of young adult, adult, older adult classes; group leaders

CONTENT: Here are insights from psychology, sociology, and anthropology to help you understand that an adult is in a position of both being and becoming. This book will help you understand the conditions under which adults do grow and the place of Christian education for adults.

PUBLICATION DATE: 1972 **PRICE:** $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church.

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: Enlist, Train, Support Church Leaders **AUTHOR:** Evelyn Huber

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; nominating committees

CONTENT: How a church plans to help a person respond to God's call to ministry. Suggests an overall strategy for leadership needs and how persons develop their leadership skills. A suggested process for recruiting, training, evaluating, and supporting leaders.

PUBLICATION DATE: 1975 **PRICE:** $1.50

PUBLISHER: Judson Press

TITLE: The Exuberant Years: A Guide for Junior High Leaders **AUTHOR:** Ginny Ward Holderness

DESCRIPTION: Book

FOR: Teachers and leaders of junior high

CONTENT: A book of basics, taking the leader step-by-step through the essential factors in preparing for, planning, and developing a complete youth program. The book is divided into five sections: how to prepare for the encounter, developing a useful structure, planning special events, methods that work, and creating your own programs. A section on mini-courses includes activities built around specific themes such as values, identity, relationships, death, and Christian beliefs.

PUBLICATION DATE: March 15, 1976 **PRICE:** $3.95

PUBLISHER: John Knox Press

TITLE: Family Life Education Planning Kit (LS15-315)

DESCRIPTION: Packet

FOR: Director of Christian education; pastor; commission/committee members; family life educators

CONTENT: Introduces and gives step-by-step instruction for the board or committee in planning a family education program for a church. Resources for Family Life Education are also included.

PUBLICATION DATE: 1976 **PRICE:** $2.50

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: Family Ministry—An Educational Resource for the Local Church **AUTHOR:** Leon Smith

DESCRIPTION: Book

FOR: Director of Christian education; pastor; intergenerational leaders; family life educators

CONTENT: A complete and flexible concept that offers a variety of resources to local churches. The program is designed to stimulate local initiative as each group plans and implements a family ministry appropriate to its situation.

PUBLICATION DATE: 1975 **PRICE:** $2.50

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church.

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: Father Fletcher Christian Education Quiz **AUTHORS:** David W. Perry and Bruce McCloskey

DESCRIPTION: Board game

FOR: Director of Christian education

CONTENT: A board game (Monopoly style) enables CE planners and teachers to be aware of priorities and resources.

PUBLISHER: Seabury Press **PRICE:** 75¢

ORDER: From publisher—815 2nd Avenue, New York, NY 10017

TITLE: Focus Meetings on Teaching—Volume II

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers

See Category 7, "How to Teach/Lead," for full information.

TITLE: The Growth Dimension (Styles of Adult Learning)

DESCRIPTION: Film

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of adults

CONTENT: A 16mm color film with sound, twenty minutes in length. Designed to heighten the consciousness of adults about their own special abilities and to motivate action in local churches to plan for diversified adult learning opportunities.

PRICE: $120.00

PUBLISHER: United Presbyterian Church, U.S.A.

ORDER: May be purchased from publisher or rented from Association-Sterling outlets

TITLE: Guidelines for Evaluating Christian Education in the Local Church **EDITOR:** Frances Eastman

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Helps to evaluate congregational educational program from a wholistic perspective and to decide on educational goals. Presents summary statements of seven basic educational concerns: education in the church, the whole church, the whole person, the whole family, resources and instruments for education, teaching/learning processes, and leadership. A set of evaluative questions is provided for each

PUBLICATION DATE: 1973 **PRICE:** $1.40

PUBLISHER: United Church Press

TITLE: In Breaking Bread

DESCRIPTION: Film with guide

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of junior high, senior high, young adult, adult, older adult classes; those who plan for worship

CONTENT: A 16mm color film with sound, sixteen minutes in length. A tool for churches that are taking a look at their traditional forms of worship and that are beginning to use and adapt *The Worshipbook.*

PRICE: $85.00

ORDER: Available for rental through Association-Sterling outlets

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TITLE: Individually Guided Learning Pak

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Intergenerational Experiences in Church Education. Design No. 3 **AUTHOR:** Mary Duckert

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; all teachers and leaders

CONTENT: Answers the questions: What is intergenerational teaching/learning? How does a church plan to use this approach? Provides models through the use of repeatable events that may be adapted for local use.

PUBLICATION DATE: Spring, 1976 **PRICE:** $1.95

PUBLISHER: Geneva Press

TITLE: Job Descriptions for Christian Education

DESCRIPTION: Booklet, 8½ x 11, 31 pages

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Helpful job descriptions for the pastor in CE, the Sunday school superintendent, Sunday school teachers, Sunday school secretaries and treasurers, as well as other leaders in Christian education.

PUBLICATION DATE: February, 1976 **PRICE:** $1.00

PUBLISHER: Department of Christian Education, Evangelical Covenant Church of America

ORDER: Resource Center, 5101 N. Francisco Avenue, Chicago, IL 60625

TITLE: The Job of Administration **AUTHOR:** Tom Pickens

DESCRIPTION: Booklet

FOR: Director of Christian education; pastor; commission/committee members

PUBLICATION DATE: 1975 **PRICE:** 75¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: Leader Development Resource System

DESCRIPTION: Manual

FOR: Director of Christian education; pastor; commission/committee members; leader development committee

CONTENT: A complete, diversified system of resources for leader development in the local church. Includes specific methods for implementing a program of leader development. Guidance regarding more specialized resources for individual needs. Built-in provision for feedback for evaluation and revision. The compete set includes eight manuals. Handbook: Finding and Training Leaders in the Local Church; Designing Your System for Leader Development; Developing and Maintaining a Personnel Information System; Recruiting and Assigning Leaders; Training Teachers and Group Leaders; Training People to Be Administrators and Supervisors; Training Board, Council, and Commission Members; Training Leaders for Community Ministry.

PUBLICATION DATE: 1972 **PRICE:** $4.95 complete with binder
60¢ each manual

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church.

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Leader's Notebook (LS12-122)

DESCRIPTION: Pamphlet

FOR: Commission/committee members; teachers and leaders of children; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Leadership Education Curriculum Handbook

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Learning Center **AUTHORS:** Lillian Humphrey and Rube Jacobs

DESCRIPTION: Booklet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

PUBLICATION DATE: 1975 **PRICE:** 60¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: The Learning Center Approach in Church Education

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Presents four different forms of the learning center approach, with descriptions of each approach on action. Gives help in deciding which approach is most suitable for the church, and tells how a learning center is planned and developed.

PUBLICATION DATE: 1971 **PRICE:** $1.25

PUBLISHER: Division of Christian Education, Board for Homeland Ministries, United Church of Christ.

ORDER: From publisher—DECEE, Box 179, St. Louis, MO 63166

TITLE: The Learning Center Approach Revisited **AUTHORS:** Ruth Sprague and Carolyn Goddard

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Learning Center Experience (Alternative Styles in Church Education?)

DESCRIPTION: Film with guide

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school, elementary, and junior high; beginning teachers

CONTENT: A 16mm color film with sound, sixteen minutes in length. Deals with ways in which the concept of open education can be adapted for use in the local church.

PUBLISHER: United Presbyterian Church, U.S.A. **PRICE:** $120.00

ORDER: May be rented through Association-Sterling Films

TITLE: Learning in the Small Church

DESCRIPTION: Packet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages; beginning teachers; family life educators

CONTENT: To help leaders in small churches, two-hundred members or less, to use what they have in planning for Christian education. Ideas are provided to spark their planning for children, youth, and families. The packet contains the following booklets: "A Guide for Those Who Plan Christian Education," "Ministries with Children in Small Churches" (available separately), "Youth Ministry in the Small Church," "Learning in Families," and "Learning Centers."

PUBLICATION DATE: Summer, 1976 **PRICE:** To be announced

PUBLISHER: Division of National Mission, Presbyterian Church, USA

ORDER: From publisher—Materials Distribution Service, 341 Ponce de Leon Avenue., N.E., Atlanta, GA 30308

TITLE: Learning to Understand the Mission of the Church **AUTHOR:** Erland Waltner

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor

CONTENT: A study that will deepen understanding of the nature and mission of the church and challenge persons to participate vigorously in church life.

PUBLICATION DATE: 1968 **PRICE:** $2.00
75¢ (Leader's Guide)

PUBLISHER: Mennonite Publishing House and Faith and Life Press

TITLE: Learning to Work Together **AUTHOR:** Arnold Roth

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; group leaders

CONTENT: A study that will help congregations determine goals, develop programs, prepare leaders, and organize to carry out its purposes.

PUBLICATION DATE: 1967 **PRICE:** $2.00
75¢ (Leader's Guide)

PUBLISHER: Mennonite Publishing House and Faith and Life Press

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TITLE: Learning Together: A Guide for Intergenerational Education in the Church **AUTHOR:** George E. Koehler

DESCRIPTION: Book

FOR: Director of Christian education; commission/committee members; intergenerational leaders; family life educators

CONTENT: The theology and philosophy of intergenerational education; values and hazards; suggested purposes; human differences across the life span; getting an intergenerational setting underway; setting goals; choosing a model, time, place; enlisting and preparing leaders; securing resources; planning activities; examples of units developed by local churches; resources.

PUBLICATION DATE: October, 1976 **PRICE:** To be announced

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: Let's Do More with Persons with Disabilities **AUTHOR:** Emma Jane White

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; family life educators; social action leaders; leaders of retarded/handicapped persons

CONTENT: This manual supplies the required background and techniques for initiating and continuing meaningful and professionally oriented projects. A compilation of stories and experiences providing necessary material for developing ministries for persons with disabilities.

PUBLICATION DATE: 1973 **PRICE:** $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Love Lives Here

DESCRIPTION: Multimedia

FOR: Director of Christian education; teachers and leaders; junior high, senior high, and young adult classes

CONTENT: A practical guide, resource kit, and multimedia piece all brought together in a totally new concept for youth ministry. In the first three sections each packet contains a record, filmclip, and resource helps with graphic portrayal. Included: a simulation game and ten planning steps for people programs. There are also seven new songs.

PUBLICATION DATE: Copyrighted, 1973 **PRICE:** $6.95 plus postage

PUBLISHER: Department of Christian Education, Evangelical Covenant Church of America

ORDER: From publisher—5101 N. Francisco Avenue, Chicago, IL 60625

TITLE: Making Mission Happen **AUTHOR:** Arthur O. F. Bauer

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of senior high, young adult, adult, and older adult classes; family life educators; social action leaders

CONTENT: The best single resource on how to go about the task of mission education in the local parish and community. Significant selections from leading thinkers on mission and how-to-do-it specifics on education for mission.

PUBLICATION DATE: 1974 **PRICE:** $3.50

PUBLISHER: Friendship Press

TITLE: Mejorando el Ministerio Educativo de la Iglesia **AUTHOR:** Kenneth L. Cober

DESCRIPTION: Book

FOR: Pastors; commission/committee members

CONTENT: A Spanish translation of *Shaping the Church's Educational Ministry.* It is a guide for the organization and administration of Christian education in a church.

PUBLICATION DATE: 1971 **PRICE:** $1.95

PUBLISHER: Judson Press

TITLE: Ministries with Children in Small Churches. Design No. 4 **AUTHOR:** Pauline Palmer Meek

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Answers questions relating to groupings, use of space, resources and equipment, teacher training, and community service. Shows how to make full use of the unique advantages of small size.

PUBLICATION DATE: January, 1976 **PRICE:** $1.95

PUBLISHER: Geneva Press

TITLE: Ministry with Young Adults **AUTHOR:** Lander L. Beal

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of young adult classes

CONTENT: A resource designed to assist teachers, coordinators, and other leaders in organizing and building a program for young adults. Contains an extensive list of resource materials geared for the young adults and discusses the roles of persons involved in young adult ministry.

PUBLICATION DATE: 1973 **PRICE:** $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Missionary Worker's Manual

DESCRIPTION: Book

FOR: Teachers and leaders of adults; family life educators

CONTENT: This book is a how-to-do-it book. The duties of the various officers of the missionary organization are outlined.

PRICE: $4.00

PUBLISHER: Townsend Press

TITLE: Models for Church Education **AUTHOR:** Evelyn M. Huber

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: A resource describing a variety of models for church education including new approaches to the church school. An educational theory which can be used by a church in selecting or adapting a model as its own.

PUBLICATION DATE: Spring, 1977 **PRICE:** (To be set)

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: On Behalf of Children **AUTHOR:** Linda R. Isham

DESCRIPTION: Book

FOR: Commission/committee members; pastors; director of Christian education; teachers and leaders of pre-school and elementary

CONTENT: A book which uses an interesting read and reflect model. It helps to plan for ministry with children. It provides insights into the development of children, their needs and abilities. Gives guidance on how the Bible can have meaning to children, how they relate to other people, and what their attitudes may be towards the church. Illustrated with developmental charts.

PUBLICATION DATE: 1975 **PRICE:** $1.50

PUBLISHER: Judson Press

TITLE: Parish Planning for Grades 7-10

DESCRIPTION: Book

FOR: Director of Christian education; pastor; Commission/committee members; teachers and leaders of junior high and senior high

CONTENT: An age-group manual for planners, teachers, and leaders of youth.

PRICE: $2.50

PUBLISHER: Geneva Press

ORDER: From publisher—Curriculum Order Department, 1132 Witherspoon Bldg., Philadelphia, PA 19107

TITLE: Partners in Planning for Learning

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Six-session planning process to aid parish educational leaders in evaluating, redesigning, and implementing their congregation's educational ministry. Develops partnership between youth, their parents, and leaders for more satisfying learning experience in grades one through junior high.

PRICE: Participant's Pak—$1.35
Leader's Pak—$12.75

PUBLISHER: Augsburg Publishing House

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: The Pastor as Educator **AUTHOR:** Taylor McConnell

DESCRIPTION: Book

FOR: Pastor

CONTENT: A manual to help pastors understand their potential as the concepts of Christian education and the widening role of the pastor evolve. This manual gives handles to be taken hold of rather than instructions to be followed.

PUBLICATION DATE: October, 1972 **PRICE:** $1.50

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202 or Cokesbury regional service centers

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TITLE: Planificando la Educación Christiana en Su Iglesia **AUTHORS:** Kenneth Blazier and Evelyn Huber (translated by Santiago Soto-Fontánez)

DESCRIPTION: Book

FOR: Director of Christian education; commission/committee members

CONTENT: Spanish translation of *Planning Christian Education in the Church*

PUBLICATION DATE: 1974 **PRICE:** $1.50

PUBLISHER: Judson Press

TITLE: Planning and Leading Bible Study **AUTHOR:** Roy H. Ryan

DESCRIPTION: Book

FOR: Director of Christian education; pastor

See Cagegory 3, "What Should Be Taught/Learned?" for full information.

TITLE: Planning Christian Education in Your Church **AUTHORS:** Kenneth Blazier and Evelyn Huber

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: A step-by-step process to help a Christian education committee set goals and develop the implementation of those goals through plans for action.

PUBLICATION DATE: 1974 **PRICE:** $1.00

PUBLISHER: Judson Press

TITLE: Planning for Education in the Congregation

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor

CONTENT: This is a multimedia kit to enable thorough planning of education and step-by-step guidance resulting in a comprehensive educational program. It was developed cooperatively with several denominations and is one of three guides being promoted by Christian education: Shared Approaches (JED). Requires ten to fifteen hours to use.

PUBLICATION DATE: 1974 **PRICE:** $20.00

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: Readiness for Religion **AUTHOR:** Ronald Goldman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

See Category 6, "How People Learn," for full information.

TITLE: Reclaiming Christian Education **AUTHORS:** Frances Eastman and Carolyn Goddard

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Presents a description of the wholistic approach to church education and describes planning steps involved in implementing the approach. A companion to *Guidelines for Evaluating Christian Education in the Local Church.*

PUBLICATION DATE: Fall, 1976 **PRICE:** $2.50

PUBLISHER: United Church Press

TITLE: Resource Booklet: Educational Ministry in the Black Community **AUTHOR:** Willard A. Williams

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; social action leaders

CONTENT: A resource book of models and data prepared for leaders, teachers of local churches who wish to upgrade Christian education in their black community. Also contains little-known history of black leaders and a list of resources designed specifically to assist the local church in the black community.

PUBLICATION DATE: August, 1972 **PRICE:** $2.50

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: A Resource Guide on Education in Sexuality

DESCRIPTION: Pamphlet

FOR: Pastors, directors of Christian education, commission/committee members.

CONTENT: An NCC publication prepared by a committee of cooperating denominations. Includes resources for both home and church use. Annotations will enable local church planners to identify resources acceptable for their situation. Includes books, audiovisuals, organizations, curriculum systems, resources for intergenerational groups, leader development, and a brief statement on why to conduct sexuality education.

PUBLICATION DATE: 1975 **PRICE:** Single Copy $1.00 Postpaid
10-50 copies .75 Postpaid
Larger quantities .50 F.O.B.

PUBLISHER: The Office of Family Ministries, National Council of Churches

ORDER: From publisher, 475 Riverside Drive, New York, NY 10027

TITLE: Retreat Handbook **AUTHORS:** Virgil and Lynn Nelson

DESCRIPTION: Book

FOR: Pastor; director of christian education; commission/committee members; teachers and leaders of junior high and senior high

CONTENT: In this helpful resource, the authors have combined the ideas of many experienced retreat leaders. It is filled with detailed information about programs, budgets, scheduling, meals, problem situations, and many more important basics for planning a spiritually rewarding experience.

PUBLICATION DATE: 1976 **PRICE:** $5.95

PUBLISHER: Judson Press

TITLE: Signs of Shalom **AUTHOR:** Edward A. Powers

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Explores the biblical basis for *shalom* and its meaning for contemporary life. Suggests the implications of *shalom* for the life of a particular congregation, including its educational program. The basic guidebook for using the shalom curriculum and a resource book for Doing the Word, a Christian Education: Shared Approaches (JED).

PUBLICATION DATE: June, 1973 **PRICE:** $3.25

PUBLISHER: United Church Press

TITLE: The Superintendent Takes a Job **AUTHOR:** Horatio Hill, revised by Odell McGlothian, Sr.

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; church school superintendent

CONTENT: This booklet deals with the theological undergirding of the Christian education program. Its primary focus is on the superintendent, his/her job and relationship with the pastor, Christian education director, and the Sunday church school staff.

PUBLISHER: Townsend Press **PRICE:** 50¢

TITLE: Team Building in Church Groups **AUTHORS:** Nancy B. Geyer and Shirley H. Noll

DESCRIPTION: Book

FOR: Commission/committee members; pastors; directors of Christian education; group leaders

CONTENT: Through specific suggestions for activities, members of a board/committee or teaching team can learn to work together and at the same time experience what it means to be "one body in Christ." Drawings and charts are used to help reader understand the process. Helpful as orientation for new members of boards/committees.

PUBLICATION DATE: 1970 **PRICE:** $1.00

PUBLISHER: Judson Press

TITLE: The Team Building Series

DESCRIPTION: Audio cassette; workbook

FOR: Director of Christian education; pastor; commission/committee members; group leaders

CONTENT: Designed for persons who want to function effectively as a team and to help these persons improve their skills in teaching and leading in the church school. Includes four self-contained "leader-on-tape" instructional packages. Each unit may be purchased separately. They include: Communicating, Diagnosing, Leveling, Achieving.

PUBLICATION DATE: 1973 **PRICE:** $60.00—series
17.50—individual packages

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Team Teaching with the Scotts and Bartons **AUTHOR:** Jerry Holcomb

DESCRIPTION: Book

FOR: Commission/committee members; teachers and leaders of pre-school and elementary

See Category 4, "How to Teach/Lead," for full information.

TITLE: A Theology for Education **AUTHOR:** Reuel L. Howe

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Explores insights gained by the author through living encounters with students. Correlates Christian doctrine and the teaching process.

PUBLICATION DATE: March, 1974 **PRICE:** 25¢

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Training for Discipleship **AUTHOR:** Robert G. Middleton

DESCRIPTION: Book

FOR: Pastor; director of Christian education

CONTENT: How to reevaluate your church's membership preparation progam, set objectives, and develop a comprehensive plan. Includes basic training outlines.

PUBLICATION DATE: 1976 **PRICE:** $1.95

PUBLISHER: Judson Press

TITLE: The Universal Traveler **AUTHORS:** D. Koberg and J. Bagnall

DESCRIPTION: book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: "A soft-system guide to creativity, problem solving, and the process of reaching goals."

PUBLISHER: William Kaufman, Inc. 21st Street, Los Altos, CA 94022 **PRICE:** $4.95

TITLE: Using a Systems Approach in the Church's Educational Ministry Today **AUTHOR:** Doris J. Hill

DESCRIPTION: Audio cassette; leader's guide; transparencies

FOR: Director of Christian education; commission/committee members

CONTENT: Tells how teacher education occurs, how an effective teacher operates, and where to get support for education in a church. Valuable for directors of Christian education. Fourteen-minute cassette; eight transparencies; printed copies of transparency material; instruction sheet.

PUBLICATION DATE: 1972 **PRICE:** $11.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Using Learning Centers in Church Education. Design No. 1

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages; group leaders; intergenerational leaders; family life educators; social action leaders

CONTENT: Describes learning centers, the role, function, and development of leaders, the role of the learner, methods of evaluation, and the steps in planning to use this approach.

PUBLICATION DATE: 1974 **PRICE:** $1.55

PUBLISHER: John Knox Press

TITLE: Volume I—Confirmation and Education (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Director of Christian education; pastor

CONTENT: Examines the subject of confirmation and Christian education.

PUBLISHER: Augsburg Publishing House **PRICE:** $4.50

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Volume II—Christian Education in a Secular Society (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Director of Christian education; pastor

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Volume III—Foundations for Educational Ministry (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Deals with the new central objective for an educational ministry starting in the mid-70s.

PUBLISHER: Augsburg Publishing House **PRICE:** $5.95

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Volume V—The Pastor's Role in Educational Ministry (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Pastor

CONTENT: Five practicing pastors examine the pastor's teaching role.

PUBLISHER: Augsburg Publishing House **PRICE:** $3.95

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

PUBLISHER: Augsburg Publishing House **PRICE:** $8.95

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: What Will You Do for Libby? **AUTHOR:** Grace Maberry

DESCRIPTION: Filmstrip; leader's guide

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school; elementary

CONTENT: Leads parents and teachers to an awareness of children's needs and potential. Identifies and describes programs the church can offer to help meet those needs.

PUBLICATION DATE: 1975 **PRICE:** $6.75

PUBLISHER: Graded Press, The United Methodist Publishing House

ORDER: Cokesbury regional service centers

TITLE: Whom God Chooses: The Child and the Church **AUTHOR:** Ralph Sundquist, second edition, revised by W. Ben Lane and Ralph Worthington

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; church officers

CONTENT: A guidance manual for understanding the church's ministry with children. Why children should participate meaningfully in the total life and mission of the church.

PRICE: $1.65

PUBLISHER: Geneva Press

ORDER: From publisher—Curriculum Department, 1132 Witherspoon Bldg., Philadelphia, PA 19107

TITLE: Ways Persons Become Christian **AUTHORS:** Robert Browning and Charles Foster

DESCRIPTION: Audio cassette

FOR: Director of Christian education; pastor; Sunday school teachers in general

See Category 5, "How People Grow," for full information.

TITLE: Weekday Education for Young Children **AUTHOR:** Vera Zimmerman

DESCRIPTION: Book

FOR: Director of Christian education; commission/committee members; teachers and leaders of pre-school

CONTENT: Information on planning and carrying out a sound weekday nursery school or kindergarten, including information on building and grounds, staff, teacher qualifications, budget needs, curriculum, evaluation, etc.

PRICE: 50¢

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Weekday Ministry with Young Children **AUTHOR:** Martha Locke Hemphill

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Guide for organizing, staffing, and administrating nursery school as part of the church's total ministry. Suggestions for day-by-day activities.

PUBLICATION DATE: 1973 **PRICE:** $2.50

PUBLISHER: Judson Press

TITLE: What Do You Think?

DESCRIPTION: Film

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school and elementary; beginning teachers

See Category 6, "How Persons Learn," for full information.

TITLE: Workers with Elementary Boys and Girls **AUTHOR:** La Donna Bogardus

DESCRIPTION: Book

FOR: Director and Christian education; pastor; teachers and leaders of elementary grades; parents

CONTENT: Gives insight into this age group and each stage of development. Author gives practical suggestions on planning, teaching, and specific activities appropriate for elementary children.

PUBLICATION DATE: 1971 **PRICE:** $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Workers with Younger Children **AUTHOR:** Vera V. Zimmerman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of preschool and elementary; parents

CONTENT: Gives suggestions to nursery and kindergarten leaders on learning to know children; using equipment and curriculum; organizing the work; etc.

PUBLICATION DATE: 1971 **PRICE:** $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Young Adult Packet

DESCRIPTION: Packet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of young adult classes

CONTENT: A variety of resource sheets, articles, models, etc. and a basic manual to assist persons interested in starting young adult ministry in the local church.

PUBLICATION DATE: May, 1976 **PRICE:** (To be announced)

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher, P.O. Box 840, Nashville, TN 37202

TITLE: Your Ministries with Junior Highs **AUTHORS:** John W. Gattis and James L. Mayfield

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of junior high classes

CONTENT: Designed especially for teachers and leaders of the junior high age group. Provides basic help and resources for building a program with this age group.

PUBLICATION DATE: 1971 **PRICE:** $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Your Ministries with Senior Highs **AUTHOR:** Sheila Campbell

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of senior high

CONTENT: Discusses the role of the adult worker with senior high students. Makes positive suggestions for organizing and building a program. Suggests resource materials for teaching, counseling, and using available resources.

PUBLICATION DATE: 1971 **PRICE:** $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Youth Ministry: Sunday, Monday, and Every Day **AUTHORS:** John L. Carroll and Keith L. Ignatius

DESCRIPTION: Book

FOR: Pastor, director of Christian education; commission/committee members; teachers and leaders of junior high and senior high

CONTENT: How to recruit and train youth leaders. How to organize for a new youth ministry. Graphics, charts, and a section for readers to write their goals, problems, and possible solutions.

PUBLICATION DATE: 1972 **PRICE:** $1.65

PUBLISHER: Judson Press

CATEGORY 2 • WHY BE A TEACHER/LEADER?

TITLE: Adult Leader
DESCRIPTION: Quarterly magazine
FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult and older adult classes; group leaders; intergenerational leaders; family life educators; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Baptist Leader
DESCRIPTION: Monthly magazine
FOR: Teachers/leaders of children, youth, and adults; church school superintendent; pastors; directors of Christian education

See Category 4, "How to Teach/Lead," for full information.

TITLE: Basics for Teaching in the Church **AUTHORS:** T. Franklin Miller, Beverly Welton, James Blair Miller, Harold Johnson, and Kenneth F. Hall
DESCRIPTION: Book
FOR: Teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: !En Sus Marcas! !Listos! !A Enseñar!
(Spanish translation of **On Your Mark! Get Set! Teach!**)
DESCRIPTION: Packet
FOR: Beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Facing Faith **AUTHOR:** Eugene R. Glasser
DESCRIPTION: Book
FOR: Pastor; teachers and leaders of junior high and senior high
CONTENT: Designed for confirmation study in the Moravian church but applicable for any denominational study of Christian faith. Emphasis is on individual decision in Christian commitment.
PRICE: Single copy—$1.25
10 or more—$1.00 each
PUBLISHER: Moravian Church
ORDER: From publisher—5 W. Market St., Bethlehem, PA 18018

TITLE: How Do I Rate as a Teacher? Skill Training for the Experienced Teacher **AUTHORS:** Leon E. Dayringer and Stanley H. Forkner
DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each
FOR: Teachers and leaders of young adult, adult and older adult classes

See Category 4, "How to Teach/Lead," for full information.

TITLE: Introduction to Church School Teaching **AUTHOR:** Norman E. Wegmeyer
DESCRIPTION: Book
FOR: Director of Christian education; all teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Learn to Teach Adults: Skill Training for the New Teacher **AUTHOR:** Margaret H. Back

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Learning Is Change **AUTHOR:** Martha M. Leypoldt

DESCRIPTION: Book

FOR: All teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Learning to Understand the Mission of the Church **AUTHOR:** Erland Waltner

DESCRIPTION: Book

FOR: Teachers and leaders of adult; group leaders

CONTENT: A study that will deepen understanding of the nature and mission of the church and challenge persons to participate vigorously in church life.

PUBLICATION DATE: January 24, 1969 **PRICE:** Pupil—$2.00 Leader—75¢

PUBLISHER: Faith and Life Press
724 Main St., Box 347, Newton, KS 67114

TITLE: Methods and Skills in Teaching Youth **AUTHOR:** Phillip H. Horne

DESCRIPTION: Multimedia

FOR: Beginning teachers and experienced teachers of junior high and senior high

See Category 4, "How to Teach/Lead," for full information.

TITLE: Ministry to Teachers **AUTHOR:** James Martin

DESCRIPTION: Booklet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

PUBLICATION DATE: 1975 **PRICE:** 60¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: On Your Mark! Get Set! Teach!

DESCRIPTION: Packet

FOR: Beginning Teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Our Faith and Our Teaching. Design No. 2 **AUTHOR:** James M. Campbell

DESCRIPTION: Pamphlet

FOR: Director of Christian education; teachers and leaders of all ages; beginning teachers; intergenerational leaders

CONTENT: To assist teachers and leaders to reflect on their own faith experiences. To help them make the vital connection between personal faith/experience and the task of leadership in teaching/learning.

PUBLICATION DATE: 1976 **PRICE:** $1.95

PUBLISHER: Christian Board of Publication

TITLE: Partners in Teaching Older Children **AUTHOR:** Lulu Hathaway

DESCRIPTION: Book

FOR: Teachers and leaders of elementary children

CONTENT: Helps teachers discover the excitement of teaching children in grades three through six. Suggests ways to understand children and how to use this understanding in teaching.

PUBLICATION DATE: 1971 **PRICE:** $2.50

PUBLISHER: Judson Press

TITLE: Partners in Teaching Young Children **AUTHOR:** Martha Locke Hemphill

DESCRIPTION: Book

FOR: Teachers and leaders of pre-school children

See Category 4, "How to Teach/Lead," for full information.

TITLE: Pedagogy of the Oppressed **AUTHOR:** Paulo Freire

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

See Category 4, "How to Teach/Lead," for full information.

TITLE: Readiness for Religion **AUTHOR:** Ronald Goldman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

See Category 6, "How People Learn," for full information.

TITLE: Tape-of-the-Month for Church Teachers **AUTHORS:** National Teacher Education Project Staff and Consultants

DESCRIPTION: Audio cassette; leader's guide

FOR: Teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators

See Category 4, "How to Teach/Lead," for full information.

TITLE: Teach Me to Teach **AUTHOR:** Dorothy G. Swain

DESCRIPTION: Book; leader's guide (LS15-412)

FOR: Teachers and leaders of all ages

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Teacher Is **AUTHORS:** William C. Behrens and Oletta Wald

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

CONTENT: When teachers have completed this course, it is intended that they will be able to identify the roles they assume while teaching, to assume new roles, and to change roles in response to student need, subject matter, and their own growing insight and ability.

PUBLISHER: Augsburg Publishing House

PRICE: Reading Resource—45¢, $4.95 doz.
Instructor's Guide—30¢

ORDER: From publisher—426 S. Fifth St. Minneapolis, MN 55415

TITLE: Values and Feelings

DESCRIPTION: Data module

FOR: Director of Christian education

See Category 6, "How Persons Learn," for full information.

TITLE: Volume V—The Pastor's Role in Educational Ministry (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Pastor

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Youth Leader **EDITOR:** Richard H. Rice

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; teachers and leaders of junior high and senior high; group leaders; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

CATEGORY 3 • WHAT SHOULD BE TAUGHT/LEARNED?

TITLE: Adult Leader
DESCRIPTION: Quarterly magazine
FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult and older adult classes; group leaders; integenerational leaders; family life educators; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: An Inquiry Approach to Teaching
DESCRIPTION: Pamphlet
FOR: Director of Christian education; all teachers
CONTENT: A twenty-page booklet exploring the role of the teacher and of the learner and the use of resources in the inquiry approach.
PUBLISHER: Westminster Press **PRICE:** $1.25

TITLE: Baptist Leader
DESCRIPTION: Monthy magazine
FOR: Pastor; director of Christian education; all teachers/leaders; church school superintendent

See Category 4, "How to Teach/Lead," for full information.

TITLE: Basics for Teaching in the Church **AUTHORS:** T. Franklin Miller, Beverly Welton, James Blair Miller, Harold Johnson, and Kenneth F. Hall
DESCRIPTION: Book
FOR: Teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: be/come COMMUNITY Theology for Teaching Guide No. 3 **AUTHOR:** James B. Ashbook
DESCRIPTION: Book
FOR: Teachers and leaders of elementary through older adult classes; beginning teachers; group leaders
CONTENT: The units are: 1) The Church Overcoming Some Hurdles; 2) The Church on the Cutting Edge; 3) Being the Community of Christian Love. The course considers such things as: the church becoming and being the community of love, involvement in the world, and reconciliation. Thirteen sessions.
PUBLICATION DATE: 1971 **PRICE:** Text—$1.95 Guide—95¢
PUBLISHER: Christian Board of Publication—imprint edition from Judson Press
ORDER: From publisher—P.O. Box 179, St. Louis, MO 63133

TITLE: Bible Study Courses for Teachers (LS15-419)
DESCRIPTION: Leaflet
FOR: Commission/committee members; pastor; teachers and leaders of children, youth, and adult classes
CONTENT: A listing of study books and leaders' guides. Courses inlcude study in biblical background, Old Testament, New Testament, and theological concepts.
PUBLICATION DATE: 1975 **PRICE:** Free
PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA
ORDER: From publisher—Valley Forge, PA 19481

TITLE: Bible Study Tapes for Teachers

DESCRIPTION: Audio cassette

FOR: Teachers and leaders of elementary, junior high, and adult classes; beginning teachers

CONTENT: Fourteen half-hour cassette tapes containing 2-8 studies of significant persons, events, and themes from the Bible. To help the teacher better understand biblical concepts.

PUBLICATION DATE: 1975 **PRICE:** $4.95 each; $55.00 per set

PUBLISHER: Geneva Press

ORDER: From publisher—1132 Witherspoon Bldg., Philadelphia, PA 19107

TITLE: Biblical Images for Contemporary Culture **AUTHOR:** Maynard P. Turner, Jr.

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages; group leaders

CONTENT: This little book is a treatment of the biblical images of God and humans that are relevant for contemporary people in today's culture.

PRICE: $2.00

PUBLISHER: Townsend Press

TITLE: Biblical Interpretation **AUTHORS:** Instruction Guide—Norman E. Wegmeyer
Reading Resource—Stanley D. Schneider

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

CONTENT: This course seeks to help the church school teacher to be more conscious of the problems of biblical interpretation and to interpret more carefully. It also aims to help the teacher become more aware of and skillful in the use of Bible study helps.

PRICE: Reading Resource—30¢, $3.30 per doz.
Instructor's Guide—30¢

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Books for an Encounter with the Bible (LS14-111) **AUTHOR:** Robert Meye

DESCRIPTION: Leaflet

FOR: Teachers and leaders of senior high, young adult, adult, and older adult classes; intergenerational leaders

CONTENT: Leaflet listing resources for Bible study. Brief instructions on the use of concordances, Bible dictionaries, commentaries, etc.

PUBLICATION DATE: 1974 **PRICE:** 10¢

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: **Building Curriculum in the Local Church**

DESCRIPTION: Data module

FOR: Director of Christian education; pastor; commission committee members

See Category 1 "How to Plan for Education in the Congregation," for full information.

TITLE: **Camping with Retarded Persons** **AUTHOR:** La Donna Bogardus

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of retarded/handicapped persons; social action

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Celebrating Togetherness **AUTHORS:** Jim and Jill Larson

DESCRIPTION: Leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult classes; group leaders; intergenerational leaders; family life educators

CONTENT: A resource guide for enriching family relationships through the church.

PUBLICATION DATE: January, 1975 **PRICE:** $1.00

PUBLISHER: Department of Christian Education, Evangelical Covenant Church of America

ORDER: Resource Center, 5101 N. Francisco Avenue., Chicago, IL 60625

TITLE: Children's Games from Many Lands
Children's Festivals from Many Lands **AUTHOR:** Nina Millen

DESCRIPTION: Books

FOR: Director of Christian education; commission/committee members; teachers and leaders of pre-school, elementary, and junior high; beginning teachers

CONTENT: Two books with contents collected from all over the world including 258 games and scores of festivals. To help persons appreciate other cultures.

PUBLICATION DATE: Revised 1974, 1976 **PRICE:** $3.50

PUBLISHER: Friendship Press

TITLE: Volume II—Christian Education in a Secular Society (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Director of Christian education; pastor

CONTENT: Provides insights into education today.

PUBLISHER: Augsburg Publishing House **PRICE;** $4.95

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Volume I—Confirmation and Education
(Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Director of Christian education; pastor

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Context for Choice

DESCRIPTION: Book

FOR: Pastor; group leaders; leaders of youth and sessions

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Curriculum Evaluation and Review

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: How to review and evaluate curriculum.

PUBLISHER: Seabury Press **PRICE:** $2.00

ORDER: From publisher—815 2nd Avenue, New York, NY 10017

TITLE: Designing Church Education for Children Under 6

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school; beginning teachers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Dimensions for Happening **AUTHOR:** Lois Horton Young

DESCRIPTION: Book

FOR: Teachers and leaders of elementary through adult

See Category 4, "How to Teach/Lead," for full information.

TITLE: Eight Special Studies in Senior Highs **AUTHOR:** Lois Kilgore

DESCRIPTION: Book

FOR: Director of Christian education; teachers and leaders of senior high

See Category 4, "How to Teach/Lead," for full information.

TITLE: Explore I, Explore II **EDITORS:** Janice M. Corbett (I) and James E. Grant (II)

DESCRIPTION: Books

FOR: Teachers and leaders of junior high; intergenerational leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Exploring the Bible with Children **AUTHOR:** Dorothy Jean Furnish

DESCRIPTION: Book

FOR: Director of Christian education; teachers and leaders of pre-school and elementary; beginning teachers

CONTENT: Guidance for teachers and parents in exploring the nature of the Bible; meaning of teaching the Bible to children; and models for teaching-learning with children.

PUBLICATION DATE: 1975 **PRICE:** $3.95

PUBLISHER: Abingdon Press

TITLE: The Exuberant Years: A Guide for Junior High Leaders **AUTHOR:** Ginny Ward Holderness

DESCRIPTION: Book

FOR: Teachers and leaders of junior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Eye on Mission

DESCRIPTION: Audio cassette; filmstrip; multimedia

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of senior high, young adult, adult, and older adult classes; social action leaders

CONTENT: Two filmstrips and two audio cassettes lifting up the meaning of the mission of the church and how it is carried out in all parts of the world. What people need to learn about mission and what people need to learn about how to become involved in mission. A complete overview of mission theology on a popular level.

PUBLICATION DATE: 1975 **PRICE:** $29.95 for all four items. Also available separately: $12.00 each filmstrip and $6.00 each audio cassette

PUBLISHER: Friendship Press

TITLE: Faith Recycling **AUTHOR:** David Thornton

DESCRIPTION: Book

FOR: Teachers and leaders of junior high and senior high

CONTENT: A process which leaders of educational groups can learn and use to enable persons to discover and understand their faith. It is not a catechism that defines what one must believe, but a process through which one may believe.

PUBLICATION DATE: 1975 **PRICE:** $1.50

PUBLISHER: Judson Press

TITLE: The Faith We Teach **AUTHOR:** William D. Streng

DESCRIPTION: Book; leader's manual

FOR: Director of Christian education; pastor; teachers of all ages; beginning teachers

CONTENT: Doctrines basic to Christian faith examined for use in pre-school through adult classes. Doctrines include revelation, God the Father, God the Son, God the Holy Spirit, and others.

PUBLISHER: Augsburg Publishing House **PRICE:** Study Book—$2.10
Parish Leader's Manual—$2.10

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Family Camping—Five Designs for Your Church **AUTHOR:** John Rozeboom

DESCRIPTION: Book

FOR: Director of Christian education; pastor; intergenerational leaders; family life educators

See Category 7, "How Groups Function," for full information.

TITLE: Father Fletcher Christian Education Quiz **AUTHORS:** David W. Perry and Bruce McCloskey

DESCRIPTION: Board game

FOR: Director of Christian education

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Volume III—Foundations for Educational Ministry (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Help in Understanding the Bible **AUTHOR:** John R. Link

DESCRIPTION: Book; leader's guide (LS15-425)

FOR: Teachers and leaders of senior high, young adult, adult, and older adult classes

CONTENT: Valuable teacher preparation. Deals with questions of history, literary tradition, and science. Each chapter contains examples of ways the Bible can be studied. There is a guide for group use.

PUBLICATION DATE: 1974 **PRICE:** $2.95; Leader's Guide—$1.00

PUBLISHER: Judson Press and Board of Educational Ministries, American Baptist Churches, USA, Valley Forge, PA 19481

ORDER: Book from Judson Press and leader's guide (LS15-425) from Board of Educational Ministries, American Baptist Churches, USA, Valley Forge, PA 19481

TITLE: Keeping in Touch **AUTHOR:** Roger Sizemore

DESCRIPTION: Book

FOR: Teachers and leaders of junior high through adult; group leaders; intergenerational leaders; family life educators; social action leaders; beginning teachers

CONTENT: This combination of text and guide presents a book to be read and dimensions to be explored. It considers "some mysteries of a vital connection with myself and with others who struggle, like me, for that deeper meaning in life which frees us to soar and be in touch." It helps religious insiders take a new look and prompts the religious outsider to take another look at the meanings which unite all persons. The guide is done as a "living theater." Six to ten sessions.

PUBLICATION DATE: 1973 **PRICE:** $2.50

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: Knowing the Living God Theology for Teaching Guide No. 1 **AUTHORS:** Roger Hazelton and John Ralph Scudder, Jr.

DESCRIPTION: Book

FOR: Commission/committee members; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders.

CONTENT: The units are: 1) Theology and Christian Education; 2) Knowing the Living God; 3) God Seeking; 4) The Man Who Repsonds. The course considers such things as: the place of faith in teaching, firsthand faith, knowing God, Christ as the key, how God reveals himself. Thirteen sessions.

PUBLICATION DATE: 1969 **PRICE:** Text—$1.95 Guide— 95¢

PUBLISHER: Christian Board of Publication—imprint edition from Judson Press

ORDER: Guide No. 1 from Christian Board of Publication, P.O. Box 179, St. Louis, MO 63166

TITLE: Lay Action: The Church's Third Force **AUTHOR:** Cameron P. Hall

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of young adult, adult, older adult; group leaders; social action leaders

See Category 6, "How People Learn," for full information.

TITLE: Learn to Teach Adults: Skill Training for the New Teacher **AUTHOR:** Margaret H. Back

DESCRIPTION: Multimedia; audio cassette and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Learning to Know the Bible **AUTHOR:** David Schroeder

DESCRIPTION: Book; leader's guide

FOR: Teachers and leaders of adult classes group leaders; pastors

CONTENT: A study of the Bible that will deepen appreciation and understanding of its nature and message, its preservation, its translation across the centuries, and effective ways to study it.

PUBLICATION DATE: October 25, 1966 **PRICE:** Pupil—$2.00 Leader's Guide 75¢

PUBLISHER: Faith and Life Press and Mennonite Publishing House

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TITLE: Learning to Teach **AUTHOR:** Paul M. Lederach

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; teachers and leaders for elementary through adult; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Making Mission Happen **AUTHOR:** Arthur O. F. Bauer

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of senior high, young adult, adult, and older adult classes; family life educators; social action leaders

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Mission Is . . .

DESCRIPTION: Filmstrip

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of senior high, young adult, adult, and older adult classes; group leaders; intergenerational leaders; social action leaders

CONTENT: A rapid-fire statement of what mission is in our day. Complete with script and recording. Ideal in educating for mission.

PUBLICATION DATE: 1974 **PRICE:** $10.00

PUBLISHER: Friendship Press

TITLE: Love Lives Here

DESCRIPTION: Multimedia

FOR: Director of Christian education; teachers and leaders of junior high, senior high, and young adult classes

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Volume V—The Pastor's Role in Educational Ministry (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Pastor

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Pedagogy of the Oppressed **AUTHOR:** Paulo Freire

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Planning and Leading Bible Study **AUTHOR:** Roy H. Ryan

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers of all ages

CONTENT: Guidance for use by teachers in implementation of a Bible study. Contains helpful resources, methods, and a bibliography.

PUBLICATION DATE: 1973 **PRICE:** $1.00

PUBLISHER: Discipleship Resources

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Planning for Education in the Congregation

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Readiness for Religion **AUTHOR:** Ronald Goldman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

See Category 6, "How People Learn," for full information.

TITLE: Reclaiming Christian Education **AUTHORS:** Frances Eastman and Carolyn Goddard

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: **Respond,** Volume 1
Respond, Volume 2
Respond, Volume 3
Respond, Volume 4
Respond, Volume 5

EDITOR: Keith Ignatius (1)
Janice Corbett (2)
Mason Brown (3)
Barbara Middleton (4)
Robert Howard (5)

DESCRIPTION: Books

FOR: Teachers and leaders; senior high; intergenerational leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: **Responding to God's Call**
Theology for Teaching Guide No. 2

AUTHORS: Edwin L. Becker and John Ralph Scudder, Jr.

DESCRIPTION: Book

FOR: Teachers and leaders of elementary through older adult; group leaders, intergenerational leaders; family life educators; social action leaders; beginning teachers

CONTENT: The units are: 1) Theology, Ethics, and Christian Education; 2) The Way; 3) Following the Way in the World; 4) Growing in the Way. The course considers such things as: the place of faith and ethics in Christian education; skill in making ethical decisions; Christianity as a way of life; faith and the issues of life; growing in decision making. Thirteen sessions.

PUBLICATION DATE: 1970

PRICE: Texts—$1.95
Guide— 95¢

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: **Retreat Handbook**

AUTHORS: Virgil and Lynn Nelson

DESCRIPTION: Book

FOR: Commission/committee members; director of Christian education; teachers and leaders of junior high and senior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: **Tape-of-the-Month for Church Teachers**

DESCRIPTION: Audio cassette; leader's guide

FOR: Teachers and leaders of pre-school through adult; beginning teachers; group leaders; intergenerational leaders; family life educators

See Category 4, "How to Teach/Lead," for full information.

TITLE: **Teaching Bible Concepts**

AUTHOR: Florence Wangner

DESCRIPTION: Workbook

FOR: Teachers and leaders of all ages; intergenerational leaders

CONTENT: Four workshops and a celebration. Teachers are involved in planning, learning, and evaluating, while discovering the meaning of theology. Material programmed so it can be used by an individual or in a group.

PUBLICATION DATE: 1972

PRICE: $1.25

PUBLISHER: Judson Press

TITLE: **Teaching Doctrine**

AUTHOR: Jerry Grubbs

DESCRIPTION: Booket

FOR: Teachers and leaders of pre-school through older adult; beginning teachers; group leaders; intergenerational leaders; family life educators

PUBLICATION DATE: 1975

PRICE: 75¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: Teaching the Bible **AUTHOR:** Betty Jo Hutchison

DESCRIPTION: Booklet

FOR: Teachers and leaders of all ages

CONTENT: Discusses how the Bible may be taught effectively in a way that offers a coherent view of this book as a basic foundation for living and an essential guide for relationships. It gives consideration to teaching the Bible to children, youth, and adults, considers basic Bible learning activities, and lists tools and resources to aid in Bible study.

PUBLICATION DATE: 1975 **PRICE:** 75¢

PUBLISHER: Warner Press and Board of Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: Teaching the Bible in the Church **AUTHOR:** D. Glenn Rose

DESCRIPTION: Book

FOR: Teachers and leaders of elementary through older adult; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Teaching the Bible to Adults **AUTHOR:** Helen Couch

DESCRIPTION: Multimedia, audio cassette and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes

See Category 4, "How to Teach/Lead," for full information.

TITLE: To Know God **AUTHOR:** D. Campbell Wyckoff

DESCRIPTION: Book

FOR: Teachers and leaders of elementary through older adult; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders

CONTENT: This is a combination text and guide on working out one's faith. It is developed around six inquiries: 1) digging into how we know; 2) facing the inadequacies of our knowing; 3) knowing the living God; 4) meeting God in the misuse of nature; 5) meeting God in the welter of human encounter; 6) revamping our roles as teachers and leaders. Excellent for individual use as well as groups. Twelve sessions.

PUBLICATION DATE: 1972 **PRICE:** $2.50

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: To Understand Each Other **AUTHORS:** Jim and Jill Larson

DESCRIPTION: Leader's Guide

FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult classes; group leaders; intergenerational leaders; family life educators

CONTENT: A resource guide for family ministries.

PUBLICATION DATE: January, 1974 **PRICE:** $1.00

PUBLISHER: Department of Christian Education, Evangelical Covenant Church of America

ORDER: Resource Center, 5101 N. Francisco Avenue, Chicago, IL 60625

TITLE: Training for Discipleship **AUTHOR:** Robert G. Middleton

DESCRIPTION: Book

FOR: Pastor

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Using the Bible in Groups **AUTHOR:** Paul D. Gehris

DESCRIPTION: Book

FOR: Teachers and leaders of junior high through older adult; group leaders

CONTENT: Uses the workshop model for participant involvement. Helps teachers examine what the Bible is, discover its place in our Christian heritage, explore why we use the Bible in the teaching ministry today. Presents creative ways to use the Bible so it can have meaning for today for teachers and their students.

PUBLICATION DATE: 1973 **PRICE:** $1.25

PUBLISHER: Judson Press

TITLE: Values: How Shaped? **AUTHOR:** William C. Behrens

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; all teachers

CONTENT: Reading resource. Instructor's guide.

PRICE: Reading Resource—30¢—$3.30 doz.
Instructor's Guide—30¢

PUBLISHER: Augsburg Publishing House

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Ways the Bible Comes Alive in Communicating the Faith **AUTHORS:** Robert Browning and Charles Foster

DESCRIPTION: Audio cassette

FOR: Director of Christian education; pastor; teachers and leaders of elementary through older adult

CONTENT: Three ways of approaching Scripture are highlighted: through personal, historical, and faith meanings. As persons work through the course, they are helped to determine how they presently interpret the Bible passages and to decide upon how they will approach Scripture in the future. Strategies for helping teachers increase their effectiveness are included.

PUBLICATION DATE: 1975 **PRICE:** $29.95

PUBLISHER: Abingdon Press

TITLE: What Do You Think?

DESCRIPTION: Film

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school and elementary; beginning teachers

See Category 6, "How People Learn," for full information.

TITLE: Which Bible Translation Is Best for the Christian Today? (LS14-109) **AUTHOR:** John H. Scammon

DESCRIPTION: Leaflet

FOR: Teachers and leaders of all ages; intergenerational leaders

CONTENT: Suggests the strengths and weaknesses of several of the modern translations of the Bible.

PUBLICATION DATE: 1975 **PRICE:** 20¢

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: Whom God Chooses: The Child and the Church **AUTHOR:** Ralph Sundquist; second edition, revised by W. Ben Lane and Ralph Worthington

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; church officers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Workers with Elementary Boys and Girls **AUTHOR:** La Donna Bogardus

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of elementary grades; parents

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Workers with Younger Children **AUTHOR:** Vera V. Zimmerman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of preschool and elementary; parents

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Your Ministries with Junior Highs **AUTHORS:** John W. Gattis and James L. Mayfield

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of junior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Your Ministries with Senior Highs **AUTHOR:** Sheila Campbell

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of senior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Youth Leader **EDITOR:** Richard H. Rice

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; teachers and leaders of junior high and senior high; beginning teachers; group leaders

See Category 4, "How to Teach/Lead," for full information.

CATEGORY 4 • HOW TO TEACH/LEAD

TITLE: Adult Leader

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult, and older adult classes; group leaders; intergenerational leaders; family life educators; social action leaders

CONTENT: **Adult Leader** is designed for the enrichment and growth of all workers with adults. It provides guidance in lesson planning for teachers of the International Lesson Series and instruction in methods for leaders of groups.

PUBLICATION DATE: March, June, September, December **PRICE:** $1

PUBLISHER: Graded Press, The United Methodist Publishing House

ORDER: From publisher—Cokesbury, 201 Eighth Ave., South, Nashville, TN 37202

TITLE: Adult Leadership Tapes

DESCRIPTION: Audio cassette

FOR: Director of Christian education; teachers and leaders of adults; group leaders

CONTENT: A series of four cassette tapes designed to help teachers and leaders of adult groups. Tape titles include: "Dealing with Learners as Persons," "Learning to Deal with Concepts," "Dealing with Motivation in Groups," and "How to Know When You're Succeeding." Each tape runs for thirty minutes and is self-instructing.

PUBLISHER: Westminster Press **PRICE:** $3.95 each

TITLE: Adult Teachers Fellowship

DESCRIPTION: Subscription

FOR: Director of Christian education; teachers and leaders of young adult, adult, and older adult classes; group leaders; intergenerational leaders; family life educators

See Category 8, "How to Choose Resources," for full information.

TITLE: Art and Church School Curriculum **AUTHORS:** Curriculum staff at APH and Lois Brokering

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

CONTENT: It is intended that through this course the church school teacher will recognize art in the curriculum as a useful and valid teaching tool, develop a sensitivity to variations in types of art, and learn some art techniques in various media usable in church school situations.

PUBLISHER: Augsburg Publishing House

PRICE: Reading Resource—30¢—$3.30 doz.
Instructor's Guide—30¢

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: As Christians Teach **AUTHOR:** W. Kent Gilbert

DESCRIPTION: Book; record

FOR: Teachers and leaders of all ages; beginning teachers

CONTENT: This course gives both new and experienced teachers a theological foundation and professional skills. "Teacher Profile Sheets" help teachers examine the effectiveness of their own teaching approaches. A record is included with the leader's guide.

PRICE: Teacher's Guide—80¢ (includes record)
Participant's book—$1.60 (includes profile sheets)

PUBLISHER: Fortress Press

ORDER: From publisher—2900 Queen Lane, Philadelphia, PA 19129

TITLE: The Audiovisual in the Church School **AUTHORS:** Gilbert E. Splett, Charles Vleck, and William P. Schmidt

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

CONTENT: This course is intended to be an introduction to the use of audiovisual materials. It seeks to help church school teachers understand learning theory and the value of using audiovisual materials in their instruction programs.

PRICE: Reading Resource—30¢, $3.30 doz.
Instructor's Guide—30¢

PUBLISHER: Augsburg Publishing House

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Baptist Leader

DESCRIPTION: Monthly magazine

FOR: All teachers, church school superintendent; pastor; director of Christian education

CONTENT: A monthly magazine which contains "how to" articles concerning the week-by-week problems a teacher faces. Included are articles of interest to all teachers and specific helps for workers with children, youth, and adults. Includes help for church school superintendent.

PUBLICATION DATE: Monthly **PRICE:** $8.50 single yearly subscription
$7.75 each (yearly) 5 or more to one address

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: Basic Kit

DESCRIPTION: Set of ten data modules

FOR: Director of Christian education

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Basics for Communication in the Church **AUTHORS:** Irene S. Caldwell, Richard Hatch, and Beverly Welton

DESCRIPTION: Book

FOR: Teachers and leaders of elementary through older adult; beginning teachers; group leaders

CONTENT: The units are: 1) Teachers in Process of Becoming; 2) Communication: the Teacher's Tool; 3) the Journey of Communicating and Learning. The course considers such things as: looking at oneself as a teacher; what communication is and how it takes place; learning to communicate; overcoming communication problems. This is a combination text and guide. Twenty-six sessions.

PUBLICATION DATE: 1971 **PRICE:** $2.95

PUBLISHER: Christian Board of Publication, imprint edition from Warner Press

TITLE: Basics for Teaching in the Church **AUTHORS:** T. Franklin Miller, Beverly Welton, James Blair Miller, Harold Johnson, and Kenneth F. Hall

DESCRIPTION: Book

FOR: Teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; social action leaders

CONTENT: The units are: 1) Education in the Church's Ministry; 2) Tableaux of a Teacher; 3) The Gospel and Teaching-Learning; and 4) The Teaching-Learning Plan. The course considers such things as: what church education is, what learning is, guidelines for teaching, the gospel in teaching-learning, teacher's role in planning, adapting resources, involving learners. A combination text and guide. Twenty six-sessions.

PUBLICATION DATE: 1968 **PRICE:** $2.50

PUBLISHER: Christian Board of Publication, imprint edition from Warner Press

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TITLE: Before You Teach Children

DESCRIPTION: Book

FOR: Teachers and leaders of pre-school, elementary, junior high, and senior high; beginning teachers

CONTENT: A valuable aid in providing leaders with effective background material in a philosophy of Christian education, the heritage of the church, age-group understanding, and imaginative teaching methods. Helps provide vital, enriched learning experiences for children and young people.

PRICE: Teacher's Guide—65¢
Participant's Book—$1.60

PUBLISHER: Fortress Press

ORDER: From publisher—2900 Queen Lane, Philadelphia, PA 19129

TITLE: Better Media for Less Money! **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Book

FOR: Teachers and leaders of elementary through adult; beginning teachers; intergenerational leaders

CONTENT: This is a "how to" book for the classroom with a limited budget. Over sixty illustrations accompany clear, step-by-step instructions for making inexpensive bulletin boards, white boards, test cards, charts, easels, screens, picture lifts, and many other teaching aids. Author is well-known media specialist.

PUBLICATION DATE: 1972 **PRICE:** $5.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Bible Study Tapes for Teachers

DESCRIPTION: Audio cassette

FOR: Teachers and leaders of elementary and junior high; beginning teachers; adults, singly or in groups for Bible study

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Biblical Theological Presuppositions in Church Education **AUTHOR:** Mayo Y. Smith

DESCRIPTION: Audio cassette; leader's guide

FOR: Director of Christian education; pastor; commission/committee members; beginning and experienced teachers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Children and Creative Dramatics

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

CONTENT: This course can extend the teacher's skill in the use of dramatics in a creative way in the class.

PRICE: Reading Resource—30¢, $3.30 doz.
Instructor's Guide—30¢

PUBLISHER: Augsburg Publishing House

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Volume II—Christian Education in a Secular Society (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Director of Christian education; pastor

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Christian Living with Young Children

AUTHORS: Theris Aldrich, Norma Jean and Burton Everist, Velma Schmidt, and Emma Jane and Lyman White

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; commission/committee members; beginning teachers; pre-school teachers

CONTENT: Part I. Helps for persons who share responsibility for the congregation's total ministry with children from birth to first grade.

Part II. Helps in self-understanding, understanding children, planning sessions, improving teaching skills, and using resources with young children. Includes cassette, filmstrip, leader's guide, worksheets.

PUBLICATION DATE: 1975

PRICE: $9.50

PUBLISHER: Graded Press, The United Methodist Publishing House

ORDER: From publisher—Cokesbury regional service centers

TITLE: Clues to Creativity (3 volumes)

AUTHORS: M. Franklin Dotts and Maryann J. Dotts

DESCRIPTION: Book

FOR: Director of Christian education; teachers and leaders of pre-school, elementary, junior high; beginning teachers; intergenerational leaders; family life educators

CONTENT: An alphabetical collection in three volumes of almost 100 creative learning experiences for children. Each section includes what, when, where, why, as well as what you need, and how to do it. Step-by-step instructions. Volume 3 includes index and bibliography.

PUBLICATION DATE: Vol. 1—1974; Vol. 2—1975; Vol. 3—1976

PRICE: Vol. 1—$3.95
Vol. 2—$3.95
Vol. 3—$4.50

PUBLISHER: Friendship Press

TITLE: Concept Development: How Students Build Understanding

DESCRIPTION: Multimedia; data module

FOR: Director of Christian education

CONTENT: Involves the user in a process of looking, thinking, experimenting, reading, listening, and practicing in order to be able to: 1) define and illustrate how concepts are developed; 2) state the need to consider concept development in teaching; 3) analyze subject matter to identify what must be included for concept development. Contains information sheet, booklet, three card packs, concept map, two posters, cassette and script, and masters for two transparencies.

PRICE: $9.00

PUBLISHER: Westminster Press

TITLE: Conflict and Teaching: Skill Training for Handling Conflict in Adult Groups **AUTHOR:** Charles Cole

DESCRIPTION: Multimedia; audio cassette and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes; beginning teachers

CONTENT: This skill training package is designed to help teachers of adults know how to handle conflict within the adult group and to turn conflict situations into learning experiences. Conflict here includes learner-learner, learner-teacher, and group-resource conflict.

PUBLICATION DATE: March, 1977 **PRICE:** $5.95

PUBLISHER: Graded Press

ORDER: From publisher—Cokesbury regional service centers

TITLE: Creative Activities in Teaching **AUTHOR:** Jim Simpson

DESCRIPTION: Audio cassette; leader's guide

FOR: Teachers and leaders of elementary and junior high; beginning teachers

CONTENT: Twenty-eight-minute cassette with packet of sixty photographs. Arranged in five sections: finger painting, clay modeling, newspaper puppets, pipe-cleaner figures, and plastic montage. Instruction sheet included.

PUBLICATION DATE: 1972 **PRICE:** $10.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Developing Your Leadership Potential

DESCRIPTION: Multimedia

FOR: Teachers and leaders of all ages; beginning teachers

CONTENT: Designed for teacher and leader training. A self-instruction program. An exciting innovation because no trained leader is needed to teach the course. For small group use, topics include: Relating Learning to Life; Teacher-Pupil Interaction; The Leader's Role; Leadership Problems, Practices, Principles; Human Relationships.

PRICE: $24.95

PUBLISHER: Fortress Press

ORDER: From publisher—2900 Queen Lane, Philadelphia, PA 19129

TITLE: Dimensions for Happening **AUTHOR:** Lois Horton Young

DESCRIPTION: Book

FOR: Teachers and leaders of elementary, junior high, senior high, young adult, and adult classes

CONTENT: An approach to teaching in which children use creative art to express what the Bible means to them. Many of the activities can be used with youth and adults.

PUBLICATION DATE: 1971 **PRICE:** $2.50

PUBLISHER: Judson Press

TITLE: Discipline and the Teacher

DESCRIPTION: Booklet, data module

FOR: Director of Christian education; teachers and leaders of pre-school through senior high; beginning teachers

CONTENT: Programmed instruction booklet helps the teacher make choices when faced with a discipline problem. For self-instruction by individual teacher.

PRICE: $1.00
Five or more—90¢ each

PUBLISHER: Westminster Press

TITLE: Discipline in the Church School **AUTHORS:** Richard L. Knutson; Wayne R. Bengtson, and Norman E. Wegmeyer

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

CONTENT: This course is intended for use with the whole teaching staff of a congregation or in age-level groups. This course seeks to break down the defensive barrier that often surrounds a teacher when the word "discipline" is mentioned.

PUBLISHER: Augsburg Publishing House

PRICE: Reading Resource—30¢, $3.30 doz.
Instructor's Guide—30¢

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Effective Work in Groups **AUTHOR:** Nathan Turner

DESCRIPTION: Book

FOR: Teachers and leaders of all ages; group leaders

See Category 7, "How Groups Function," for full information.

TITLE: Eight Special Studies in Senior Highs **AUTHOR:** Lois Kilgore

DESCRIPTION: Book

FOR: Director of Christian education; teachers and leaders of senior high

CONTENT: Eight detailed descriptions of the open-classroom approach to teaching key concepts to senior high groups. Plans included for building learning centers on each concept; instructions on how to adapt learning center material to traditional classroom. Many resources suggested for teacher/leader of senior highs.

PUBLICATION DATE: May, 1976 **PRICE:** $7.95 (tentative)

PUBLISHER: National Teacher Education Project

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: !En Sus Marcas! !Listos! !A Ensenar! (LS15-501)
(Spanish translation of **On Your Mark! Get Set! Teach!**)

DESCRIPTION: Packet

FOR: Beginning teachers

CONTENT: A packet of materials to be given to new teachers at time of recruitment or to all teachers on teacher recognition day. It includes articles on "What Is Teaching?" "What Is Learning?" "Steps in Session Planning," "Leadership Styles," "Guidance for Persons to Define Their Own Training Needs."

PUBLICATION DATE: 1973 **PRICE:** $1.25 or 5 for $5.00

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: EQUIP: A Training Program for Leaders of Adult Discussion

DESCRIPTION: Training kit

FOR: Director of Christian education; teachers and leaders of adults; group leaders

CONTENT: This self-administering tool is for use by leaders of adult groups to improve their skills in conducting discussions. Includes convenor's guide; six participants' books; ten posters, six readings, with ten copies of each; two sixty-minute cassette tapes; worksheets sufficient for four groups.

PUBLISHER: Westminster Press **PRICE:** $25.00

TITLE: Essential Skills for Good Teaching **AUTHORS:** Locke E. Bowman, Jr., Don P. McGuirk, Gary L. DeVelder, and Donald L. Griggs

DESCRIPTION: Book

FOR: Director of Christian education; teachers and leaders of all ages

CONTENT: A textbook on the key steps to be considered in teacher training courses. Prepared for any teacher desiring to improve classroom skills. (Used as a manual in all events led by National Teacher Education Project.) The product of five years of field testing.

PUBLICATION DATE: 1974 **PRICE:** $7.95
5-19 copies, $6.95 each; over 20 copies, $5.95 each

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Explore I
Explore II **EDITORS:** Janice M. Corbett (I) and James E. Grant (II)

DESCRIPTION: Books

FOR: Teachers and leaders of junior high; intergenerational leaders

CONTENT: In each volume there is a section of leader development suggestions for adults who work with junior highs. The program resources are provided to assist junior highs who give leadership in groups.

PUBLICATION DATE: 1976 **PRICE:** $5.95

PUBLISHER: Judson Press

TITLE: Exploring the Bible with Children **AUTHOR:** Dorothy Jean Furnish

DESCRIPTION: Book

FOR: Director of Christian education; teachers and leaders of pre-school and elementary; beginning teachers

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Exploring the Mind of Jesus **AUTHORS:** Dryden Phelps and Earl Willmott

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of senior high, young adult, adult, and older adult classes; group leaders; intergenerational leaders; social action leaders

CONTENT: A discussion method guide to help leaders to enable people to explore for themselves the deeper meaning of the Bible, in this case, the teachings of Jesus. Applicable to studying other parts of the Scriptures.

PUBLICATION DATE: 1974 **PRICE:** $2.50

PUBLISHER: Friendship Press

TITLE: The Exuberant Years: A Guide For Junior High Leaders **AUTHOR:** Ginny Ward Holderness

DESCRIPTION: Book

FOR: Teachers and leaders of junior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Facing Faith **AUTHOR:** Eugene R. Glasser

DESCRIPTION: Book

FOR: Pastor; director of Christian education; teachers and leaders of junior high and senior high

See Category 2, "Why Be a Teacher/Leader?," for full information.

TITLE: The Family and the Sunday School Parent as Teachers **AUTHORS:** Laura and Oral Withrow

DESCRIPTION: Booklet

FOR: Director of Christian education; commission/committee members; teachers and leaders of children and youth; family life educators

PUBLICATION DATE: 1975 **PRICE:** 60¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011.

TITLE: Finding Out Through Inquiry

DESCRIPTION: Data module

FOR: Director of Christian education

CONTENT: Gives the user experience in gathering information through the inquiry process. Practice in classroom application with the teachers own materials is included. Contains information sheet; utilization sheets for individual and group use; twelve sets of concept cards; four packets of five printed articles; twelve questionnaires; twelve evaluation sheets.

PRICE: $5.00

PUBLISHER: Westminster Press

TITLE: First Steps to Open Classrooms in the Church **AUTHORS:** Richard E. Ishler, Margaret F. Ishler, and Phyllis Lamb

DESCRIPTION: Book

FOR: Teachers and leaders of elementary, junior high, and senior high; intergenerational leaders

CONTENT: The book discusses the concept of open classrooms and its associated assumptions of how children learn. Presents guidelines to use in establishing learning centers and analyzes the changed role of a teacher in an open classroom. Makes clear that open classrooms require imaginative planning and much hard work.

PUBLICATION DATE: 1974 **PRICE:** $1.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Focus Meetings on Teaching—Volume I

DESCRIPTION: Multimedia

FOR: Teachers and leaders of all ages; beginning teachers

CONTENT: In-service training for church school teachers, with leader's guidance for seven sessions. Worksheets, filmslip, cassette, etc., are included. Volume I Units: Usable Approaches to Bible Study; Joy in Teaching; Planning and Goal Setting.

PUBLICATION DATE: 1972 **PRICE:** $5.00

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: Focus Meetings on Teaching—Volume II

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers

CONTENT: In-service training for church school teachers, with leader's guidance for seven sessions. Worksheets, filmslip, sound sheet, etc., are included. Volume II Units: The Roles of Teachers and Curriculum Materials; Discipline in the Classroom; We Can Have a Better Church School.

PUBLICATION DATE: 1973 **PRICE:** $5.00

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: Focus Meetings on Teaching—Volume III

DESCRIPTION: Multimedia

FOR: Teachers and leaders of all ages; beginning teachers

CONTENT: In-service training for church school teachers, with leader's guidance for seven sessions. Includes worksheets, filmslip, etc. Volume III Units: The Teacher's Faith; Freeing Persons to Learn; To Teach Is to Minister.

PUBLICATION DATE: 1974 **PRICE:** $5.00

PUBLISHER: Christian Board of Publication

ORDER: From Publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: 40 Ways to Teach in Groups **AUTHOR:** Martha M. Leypoldt

DESCRIPTION: Book

FOR: Teachers and leaders of junior high through older adult; group leaders

CONTENT: Describes, using diagrams, all the ways to teach sufficiently that an inexperienced teacher may have courage to try a new method.

PUBLICATION DATE: 1967 **PRICE:** $2.50

PUBLISHER: Judson Press

TITLE: The Growing Teacher **AUTHOR:** Gertrude Little

DESCRIPTION: Booklet

FOR: Teachers and leaders of all ages

PUBLICATION DATE: 1975 **PRICE:** 75¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: Growing Up in Mission **AUTHOR:** Grace S. Towers

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school, elementary and junior high; beginning teachers; intergenerational leaders

CONTENT: Basic book on the mission education of children through grade 6. A handy tool on how to teach for an understanding of mission.

PUBLICATION DATE: 1965 **PRICE:** paper, $1.45; cloth, $2.35

PUBLISHER: Friendship Press

TITLE: The Group Way of Teaching (0507-AV)

DESCRIPTION: Filmstrip

FOR: Director of Christian education; beginning teachers; group leaders

CONTENT: Interprets the concept of group teaching, suggests the roles of teachers, shows possible student involvement, indicates the use of curriculum materials, and offers helpful suggestions. Color filmstrip, eighty frames, sound on 33 1/3 rpm record, script, leaders's guide.

PUBLICATION DATE: 1964 **PRICE:** $10.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Guiding Children's Worship **AUTHOR:** Carol Noren

DESCRIPTION: Booklet

FOR: Teachers and leaders of elementary grades

CONTENT: A new resource for teachers and parents concerned with helping children in experiences of worship.

PUBLICATION DATE: March, 1976 **PRICE:** $1.50

PUBLISHER: Department of Christian Education, Evangelical Covenant Church of America

ORDER: Resource Center, 5101 N. Francisco Ave., Chicago, IL 60625

TITLE: Helping the Retarded to Know God **AUTHORS:** H. Hahn and W. Raasch

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; special education teachers

CONTENT: A course to meet the need for qualified teachers for the mentally retarded. Supplies insights into the characteristics and spiritual needs of the retarded.

PUBLICATION DATE: 1969 **PRICE:** Textbook—$2.25
Instructor's Guide—$2.85

PUBLISHER: Concordia Publishing House

TITLE: How Do I Rate as a Teacher? Skill Training for the Experienced Teacher **AUTHORS:** Leon E. Dayringer and Stanley H. Forkner

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult and older adult classes

CONTENT: This skill training package is designed to help teachers evaluate themselves in their teaching roles, their groups in their roles as learners, and their joint progress toward mutual goals. It helps the teacher identify areas of strength and weakness and helps the teacher move toward developing those skills that need special attention.

PUBLICATION DATE: 1973 **PRICE:** $5.95

PUBLISHER: Graded Press

ORDER: From publisher—Cokesbury regional service centers

TITLE: How to Lead a Discussion **AUTHOR:** Travis Woodward

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes

CONTENT: This skill training package is designed to help teachers of adults improve their skills in leading discussions. It helps teachers select subject for discussions, know how to open discussions, know how to improve discussions, and know how to limit discussions. It also helps teachers know how to involve all group members in a discussion.

PUBLICATION DATE: September, 1975 **PRICE:** $5.95

PUBLISHER: Graded Press

ORDER: From publisher—Cokesbury regional service centers

TITLE: Identifying Thinking Behaviors

DESCRIPTION: Data module

FOR: Director of Christian education

CONTENT: Eight thinking behaviors (such as "analyzing," "comparing") are identified, and the teacher is encouraged to make immediate application of this information to session plans for the next week. Contains utilization sheet; information sheet; eleven cartoons with worksheet; twelve ABCD strips for evaluation; 33 1/3 rpm record with script; two filmstrips (one in color) with worksheets; twelve practice and review sheets.

PRICE: $8.00

PUBLISHER: Westminster Press

TITLE: Improving Teaching Skills

DESCRIPTION: Pamphlet

FOR: Director of Christian education; teachers and leaders of all ages; beginning teachers; group leaders

CONTENT: A sixteen-page booklet emphasizing the skill of asking questions and encouraging thinking, teacher-pupil planning, and more.

PUBLISHER: Westminster Press **PRICE:** $1.25

TITLE: Individually Guided Learning Pak

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers

CONTENT: Introduces to congregational leaders individualized instruction, ideas and concepts, and how congregations have used it.

PUBLISHER: Augsburg Publishing House **PRICE:** $3.40

TITLE: Interaction Analysis **AUTHOR:** Larry Stevens

DESCRIPTION: Audio cassette; leader's guide; transparencies

FOR: Teachers and leaders of elementary, junior high and senior high; beginning teachers

CONTENT: Compact program that surveys the field of classroom interaction. Helpful in training teachers to become sensitive to how they talk in classes. Shows effect of teacher's talk on student participation. Nineteen-minute cassette; three transparencies; sheaf of written exercises; instruction sheet.

PUBLICATION DATE: 1972 **PRICE:** $5.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Interaction in the Classroom

DESCRIPTION: Workbook; data module

FOR: Director of Christian education

CONTENT: Helps the teacher identify the various forms of interaction that occur in the classroom and then to apply the knowledge to planning. Contains twenty-four page illustrated booklet; ten separate sheets of black-and-white illustrations.

PRICE: $2.50

PUBLISHER: Westminster Press

TITLE: Intergenerational Experiences in Church Education. Design No. 3 **AUTHOR:** Mary Duckert

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; all teachers and leaders

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Introduction to Church School Teaching **AUTHOR:** Norman E. Wegmeyer

DESCRIPTION: Book

FOR: Director of Christian education; all teachers

CONTENT: Ten-session study for training teachers. Information on learning, teaching, goals, curriculum. Help on lesson preparation; principle methods of teaching; planning for activities.

PRICE: Study Book—$1.35; $14.85 doz.
Instructor's Guide—$1.60

PUBLISHER: Augsburg Publishing House

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Jesus as Teacher **AUTHOR:** Wallace J. Asper

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

CONTENT: The purpose of this course is to involve church school teachers in a study of Jesus as teacher so as to discover or reemphasize those aspects of his way of teaching which can be instructive to our situations.

PRICE: Reading Resource—30¢; $3.30 doz.
Instructor's Guide—30¢

PUBLISHER: Augsburg Publishing House

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: The Joy of Learning; Using Learning Centers

DESCRIPTION: Record; filmstrip

FOR: Commission/committee members; directors of Christian education

CONTENT: Guidance in understanding the learning center approach. It focuses on the responsibilities of the leaders, the role of the students, and the place of the environment in learning.

PUBLICATION DATE: 1973 **PRICE:** $5.95

PUBLISHER: John Knox Press

ORDER: From publisher—Materials Distribution Service, 341 Ponce de Leon Ave., N.E., Atlanta, GA 30308

TITLE: Kids Are Like That

DESCRIPTION: Book

FOR: Teachers and leaders of pre-school through senior high; beginning teachers

CONTENT: Discipline problems? Uses case studies, identifiable situations, and gives good insights. This book will stimulate enthusiasm where there once was frustration. Designed for individual study, the book is easy to read and specifically helpful.

PRICE: $1.50 each
1.25 each for 5 or more

PUBLISHER: Fortress Press

TITLE: Lead Out **AUTHOR:** Eldor Kaiser

DESCRIPTION: Book; leader's guide; multimedia

FOR: Director of Christian education; pastor; teachers and leaders of junior high, senior high and young adult classes

CONTENT: Describes a way of involving a leader with young people so they can minister to each other so the youth needs and leader's needs are both met. They can work together for a common growth-producing, Christ-glorifying goal.

PUBLICATION DATE: 1975 **PRICE:** Leader's Kit—$19.50
Student's Packet—98¢

PUBLISHER: Concordia Publishing House

TITLE: Leader's Notebook (LS12-122)

DESCRIPTION: Pamphlet

FOR: Commission/committee members; teachers and leaders of children; beginning teachers

CONTENT: Contains both the administrator's and the teacher's sections. The teacher's section may be ordered separately. Designed especially to help new teachers "survive" those first few months with a class. The section for administrators of children's ministry includes guidance on "The Bible—Its Use and Misuse," "How-to Resources" for children's ministry.

PUBLICATION DATE: 1974 **PRICE:** $1.75
$1.00 (teacher's section only)

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: Leader's Notebook Addition #1 (LS12-124)

DESCRIPTION: Pamphlet

FOR: Teachers and leaders of pre-school and elementary; beginning teachers

CONTENT: Focus is on the new teacher. Includes guidance on "Children and the Bible," "How Children Learn," "What Do I Do About Music?" "How to Make Use of Current Events or Issues in Teaching."

PUBLICATION DATE: 1975 **PRICE:** $1.25

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: Leadership Education Curriculum Handbook

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; all teachers

CONTENT: This pamphlet lists the textbooks of the first and second series of leadership courses, offered in the National Congress of Christian Education.

PRICE: $1.25

PUBLISHER: Townsend Press

TITLE: Learn to Teach Adults: Skill Training for the New Teacher **AUTHOR:** Margaret H. Back

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, older adult classes; beginning teachers

CONTENT: This skill training package is designed to help support the beginning teacher by making that teacher familiar with the skills he or she must have to teach effectively and gives help in developing those skills. It answers the question, "I agreed to teach adults; where and how do I begin?"

PUBLICATION DATE: 1973 **PRICE:** $5.95

PUBLISHER: Graded Press

ORDER: From publisher—Cokesbury regional service centers

TITLE: The Learning Center Approach in Church Education

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: The Learning Center Approach Revisited **AUTHORS:** Ruth Sprague and Carolyn Goddard

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: A follow-up of *The Learning Center Approach in Church Education.* Gives three descriptions of the learning center approach in action. Summarizes distinctive opportunities offered by the approach, lists the challenges of the approach, and suggests a variety of resources.

PUBLICATION DATE: 1976 **PRICE:** $1.50

PUBLISHER: Division of Evangelism, Church Extension and Education, United Church Board for Homeland Ministries

ORDER: From publisher—DECEE, Box 179, St. Louis, MO 63166

TITLE: The Learning Center Experience (Alternative Styles in Church Education?)

DESCRIPTION: Film with guide

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school through junior high; beginning teachers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Learning Center Lotto **AUTHOR:** Mary Duckert

DESCRIPTION: Multimedia

FOR: Director of Christian education; teachers and leaders of elementary, through adult; beginning teachers

CONTENT: A game using the learning center approach to help players become informed about and to practice setting up learning centers. Gives help adapting curriculum materials to use with this approach.

PUBLICATION DATE: 1975 **PRICE:** $2.95

PUBLISHER: Geneva Press

TITLE: Learning Is Change **AUTHOR:** Martha M. Leypoldt

DESCRIPTION: Book

FOR: Teachers of adults and youth

CONTENT: An adult education book. Built into the book are some learning activities and questions for reflection about the activities and the content of the book. For individual or group use.

PUBLICATION DATE: 1971 **PRICE:** $2.50

PUBLISHER: Judson Press

TITLE: Learning Through Encounter **AUTHOR:** Robert A. Dow

DESCRIPTION: Book

FOR: Teachers and leaders of young adult and adult classes, group leaders

See Category 6, "How People Learn," for full information.

TITLE: Learning to Lead **AUTHOR:** Willard Claassen

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; commission/committee members; teachers and leaders of adults; group leaders

CONTENT: What is leadership and how does it function in a group? This study will help develop sensitive leaders who have a wholesome relationship with group members.

PUBLICATION DATE: 1963 **PRICE:** $2.00
Leader's Guide—75¢

PUBLISHER: Mennonite Publishing House and Faith and Life Press

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TITLE: Learning to Listen

DESCRIPTION: Multimedia; data module

FOR: Director of Christian education

CONTENT: Helps teachers and leaders become better listeners. Provides practice in listening for evidence of feelings, for specific content, for directions, and for main ideas. Contains instructions, a cassette tape with scripts, a cartoon sheet, scripts, a personal inventory sheet, and worksheets.

PRICE: $5.00

PUBLISHER: Westminster Press

TITLE: Learning to Teach **AUTHOR:** Paul M. Lederach

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; teachers and leaders of elementary through adult; beginning teachers

CONTENT: A helpful study for new teachers and those interested in becoming more effective. Explores teachers theory and methods, principles of curriculum, and how to prepare for the class period.

PUBLICATION DATE: 1971 (revised) **PRICE:** $2.00
Leader's Guide—75¢

PUBLISHER: Mennonite Publishing House and Faith and Life Press

TITLE: Let's Do More with Children **AUTHOR:** Emma Jane White

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of pre-school, elementary; beginning teachers; family life educators

CONTENT: A manual containing stories of new and creative approaches which have been effective in the ministry with children.

PUBLICATION DATE: April, 1969 **PRICE:** 95¢

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Let's Play a Story **AUTHOR:** Elizabeth Allstrom

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school through senior high; beginning teachers

CONTENT: Detailed help for the teacher on how to dramatize various kinds of stories and encourage active participation and eager learning among class members.

PUBLICATION DATE: 1969 **PRICE:** Paper, $2.95; cloth, $4.75

PUBLISHER: Friendship Press

TITLE: Magazine Picture Lifts for Slide and Overhead Projectors **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Audio cassette; filmstrip

FOR: Teachers and leaders of all ages

CONTENT: The technique of lifting ink from magazine pictures to sheets of plastic for projection is described in more detail than anywhere to date. No expensive tools or materials are needed. Mobiles and window displays may be made in this fashion. Seventy-three frames; eighteen-minute cassette narration; printed narration and guidesheet.

PUBLICATION DATE: 1975 **PRICE:** $12.95

PUBLISHER: National Teacher Education Project

ORDER: From publisher—35 E. Wacker Drive, Chicago, ILL 60601

TITLE: Methods and Skills in Teaching Youth **AUTHOR:** Phillip H. Horne

DESCRIPTION: Multimedia

FOR: Beginning and experienced teachers of junior high and senior high

CONTENT: "How to" instructions, fleshed out with classroom examples. Deal with major teaching methods recommended most often (lecture method, role playing, discussion, small group work, etc.). Discusses the personal skills adults need to relate effectively to young people.

PUBLICATION DATE: Winter, 1976–77 **PRICE:** $6.95

PUBLISHER: Graded Press

ORDER: From Cokesbury regional service centers

TITLE: Methods of Displaying Classroom Pictures **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Audio cassette; filmstrip

FOR: Teachers and leaders of all ages

CONTENT: Demonstrates a wide variety of methods for displaying pictures in a classroom. Includes ways to make easels, hold items on walls, and make substitutes for tackboards. Ninety-three frames; twenty-three-minute cassette narration; printed narration and guidesheet.

PUBLICATION DATE: 1975 **PRICE:** $12.95

PUBLISHER: National Teacher Education Project

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Ministry with Young Adults **AUTHOR:** Lander L. Beal

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of young adults

See Category 1, "How to Plan for Education in the Congregation" for full information.

TITLE: Missionary Workers Manual

DESCRIPTION: Book

FOR: Teachers and leaders of adult classes; family life educators

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Mounting Pictures for Classroom Display **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Audio cassette; filmstrip

FOR: Teachers and leaders of all ages

CONTENT: Detailed instructions for inexpensive mounting of magazine pictures. Tells how to "split" magazine pages so that valuable pictures on both sides can be displayed at the same time. Seventy-three frames; nineteen-minute cassette narration; guidesheet.

PUBLICATION DATE: 1975 **PRICE:** $12.95

PUBLISHER: National Teacher Education Project

ORDER: From publisher—35 E. Wacker Drive, Chicago, ILL 60601

TITLE: Music in the Classroom **AUTHOR:** Jo Waddell

DESCRIPTION: Audio cassette; leader's guide

FOR: Teachers and leaders of elementary

CONTENT: Twenty-minute cassette; two songs; guidesheet. Contains simplified techniques for training children to sing on pitch, to sing a particular song. Includes instruction in how to play an Autoharp.

PUBLICATION DATE: 1972 **PRICE:** $6.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Music Ministry **EDITOR:** Myron Braun

DESCRIPTION: Monthly magazine

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of elementary, junior high, senior high, and adult classes; persons with music and worship responsibilities

CONTENT: Deals with music, worship, and related arts. Editorials and articles discuss and attempt to evaluate trends in worship and church music. Articles offer inspiration, ideas, and "how-to" helps in every area where music is used.

PUBLICATION DATE: Monthly **PRICE:** $2.80 per quarter in bulk (3 issues) $14 single annual subscription

PUBLISHER: Graded Press

ORDER: From publisher—Cokesbury regional service centers

TITLE: New and Old Ways of Teaching **AUTHORS:** Nancy and Barry Hoffman

DESCRIPTION: Booklet

FOR: Teachers and leaders of all ages

PUBLICATION DATE: 1975 **PRICE:** 75¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: Objectives **AUTHOR:** Donald Ely

DESCRIPTION: Audio cassette; leader's guide; transparencies

FOR: Director of Christian education; teachers and leaders of elementary through adult

CONTENT: Covers all major points in the framing of behavioral objectives. Participants are guided through written exercises and encouraged to practice on their own. Fifteen-minute cassette; four transparencies; sheaf of exercise sheets; instruction sheet.

PUBLICATION DATE: 1972 **PRICE:** $5.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Pedagogy of the Oppressed **AUTHOR:** Paulo Freire

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Education for domestication on liberation

PUBLISHER: Seabury Press **PRICE:** $2.95

TITLE: Person to Person

DESCRIPTION: Multimedia

FOR: Teachers and leaders of all ages; beginning teachers

CONTENT: Communicating, teaching, and learning through sight, sound, smell, taste, and touch. A self-instruction program for teachers and leaders. An exciting innovation because no trained leader is needed to teach the course. For small group use.

PUBLISHER: Fortress Press **PRICE:** $24.95

ORDER: From publisher—2900 Queen Lane, Philadelphia, PA 19129

TITLE: The OK Classroom **AUTHORS:** Alma and Fred Menchinger

DESCRIPTION: Booklet

FOR: Teachers and leaders of all ages

CONTENT: Applies the "I'm OK" concepts of Harris and transactional analysis to the learning climate of the church school class. The booklet considers how the teachers, out of their own positive feelings, can foster a classroom setting in which learners meet in a physical setting where all can share easily, where students feel secure, a part of a warm Christian fellowship, and are encouraged to share their own ideas and consider the ideas of others.

PUBLICATION DATE: 1975 **PRICE:** 60¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: On Your Mark! Get Set! Teach!

DESCRIPTION: Packet

FOR: Beginning teachers

CONTENT: A packet of materials to be given to new teachers at time of recruitment or to all teachers at a teacher recognition day. It includes articles on "What Is Teaching?" "What Is Learning?" "Steps in Session Planning," "Leadership Styles," "Guidance for Persons to Define Their Own Training Needs."

PUBLICATION DATE: 1973 **PRICE:** $1.25; 5 for $5.00

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: Our Faith and Our Teaching. Design No. 2 **AUTHOR:** James M. Campbell

DESCRIPTION: Pamphlet

FOR: Director of Christian education; teachers and leaders of all ages; beginning teachers; intergenerational leaders

See Category 2, "Why Be a Teacher/Leader?" for full information.

TITLE: Parish Teacher/Leader Training Units

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

CONTENT: Ten booklets—teacher/leader guides. 1) The Gospel and Christian Education; 2) How to Use Your Teacher's Manual; 3) Communicating Through Creative Activities; 4) The Use of the Bible in Christian Education; 5) Working with Children in the Inner City; 6) Discipline with a Difference; 7) Toward Understanding Children; 8) A Workshop on Values Clarification; 9) Parents, Children, and Communication; 10) Change Without Notice.

PUBLISHER: Seabury Press **PRICE:** $1.25

ORDER: From publisher—815 2nd Ave., New York, NY 10017

TITLE: Partners in Teaching Older Children **AUTHOR:** Lulu Hathaway

DESCRIPTION: Book

FOR: Teachers and leaders of elementary

See Category 2, "Why Be a Teacher/Leader?" for full information.

TITLE: Partners in Teaching Young Children **AUTHOR:** Martha Locke Hemphill

DESCRIPTION: Book

FOR: Teachers and leaders of pre-school through grade 2

CONTENT: A handbook for teachers of children in kindergarten and grades one and two. Considers facilities, the learning atmosphere, and use of the Bible.

PUBLICATION DATE: 1972 **PRICE:** $2.50

PUBLISHER: Judson Press

TITLE: The Pastor As Educator **AUTHOR:** Taylor McConnell

DESCRIPTION: Book

FOR: Pastor

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Planning a Learning Sequence

DESCRIPTION: Data module

FOR: Director of Christian education

CONTENT: Simulation game designed to help teachers select and sequence learning activities for the classroom. Practice is given in applying the principles of sequencing to whatever study materials are used by the teacher. Contains instructions, a game board, main idea card, objectives, slips, and classroom factor cards.

PUBLISHER: Westminster Press **PRICE:** $3.00

TITLE: Planning and Leading Bible Study **AUTHOR:** Roy H. Ryan

DESCRIPTION: Book

FOR: Director of Christian education; pastor

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Planning for and Teaching Classes of Early Adolescents **AUTHOR:** Sheila Campbell

DESCRIPTION: Multimedia

FOR: Beginning and experienced teachers; junior high teachers

CONTENT: An experienced teacher and a first-time teacher discuss step-by-step plans for teaching a typical unit of study to a class of early adolescents. Listeners hear one session of the unit actually being taught in a class. Included are helps for making lesson plans and a profile of the early adolescent stage of development.

PUBLICATION DATE: Fall, 1977 **PRICE:** $6.95

PUBLISHER: Graded Press

ORDER: From Cokesbury regional service centers

TITLE: Planning for and Teaching Classes of Late Teens **AUTHOR:** Wilfred Bailey

DESCRIPTION: Multimedia

FOR: Beginning and experienced teachers; senior high teachers

CONTENT: An experienced teacher and a first-time teacher discuss step-by-step plans for teaching a typical unit of study to a class of late teens (10th through 12th grades). Listeners hear one session of the unit being taught in a class. Included are helps for making lession plans and a profile of the late teen stage of development.

PUBLICATION DATE: Fall, 1977 **PRICE:** $6,95

PUBLISHER: Graded Press

ORDER: From Cokesbury regional service centers

TITLE: Preparing a Lesson Plan: Skill Training for Session Planning **AUTHOR:** George Koehler

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Beginning teachers; teachers of young adult, adult, and older adult classes

CONTENT: This skill training package takes the teacher of adults through the step-by-step process of planning, designing, and developing a careful lesson plan. It includes such dimensions of a lesson plan as goal setting, resource selection, activity selection, implementation, and evaluation.

PUBLICATION DATE: March, 1974 **PRICE:** $5.95

PUBLISHER: Graded Press

ORDER: From Cokesbury regional service centers

TITLE: Questions and Questioning: Using Questions in Teaching Adults **AUTHOR:** Millie Schlagenhauf

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, older adult classes

CONTENT: This skill training package is designed to help the teacher of adults sharpen his or her skills in using questions as a teaching/learning technique. It examines different kinds of questions, the most appropriate times to use the various types of questions, and the kinds of responses that might be elicited. It helps teachers use and handle questions so that positive growth and learning take place.

PUBLICATION DATE: March, 1975 **PRICE:** $5.95

PUBLISHER: Graded Press

ORDER: From Cokesbury regional service centers

TITLE: Readiness for Religion **AUTHOR:** Ronald Goldman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

See Category 6, "How People Learn," for full information.

TITLE: Resource Portfolio of Nursery Education Handbooks

DESCRIPTION: Packet

FOR: Teachers and leaders of pre-school

CONTENT: Includes: On Being a Child, 2-4; Play Is Education; Person to Person; The Language of Relationships; Tell Me a Story; Young Artists at Work; A Room Planned for Children; Research Child Style; Somewhere a Child Is Singing; and other titles.

PUBLICATION DATE: 1968 **PRICE:** $6.95

PUBLISHER: Board of Educational Ministries, American Baptist Churches, USA

ORDER: From publisher—Valley Forge, PA 19481

TITLE: Respond, Volume 1
Respond, Volume 2
Respond, Volume 3
Respond, Volume 4
Respond, Volume 5

EDITORS: Keith Ignatius (1)
Janice Corbett (2)
Mason L. Brown (3)
Barbara Middleton (4)
Robert Howard (5)

DESCRIPTION: Books

FOR: Teachers and leaders of senior high; intergenerational leaders

CONTENT: A portion of each volume provides guidance for the adult who works with youth. The remainder of each volume provides program resources and guidance for leaders who are youth.

PUBLICATION DATE: Volume 5, 1977 **PRICE:** Volumes 1-3—$4.95 each
Volume 4—$5.95
Volume 5—(to be determined)

PUBLISHER: Judson Press

TITLE: Selecting Learning Experiences Appropriate to Objectives

DESCRIPTION: Multimedia; data module

FOR: Director of Christian education

CONTENT: Programed instruction through which the user becomes familiar with two major criteria for choosing learning experiences in relation to stated objectives. Instruction sheet; twenty-frame filmstrip (color) 33 1/3 rpm record; twelve response sheets, script.

PUBLISHER: Westminster Press **PRICE:** $5.00

TITLE: Session Planning for Church School Teachers

AUTHORS: Nancy Geyer and Shirley Noll

DESCRIPTION: Packet (includes a book)

FOR: Teachers of all grade levels

CONTENT: A packet of resources for four workshops to help teachers increase their skill in planning teaching/learning sessions. Contains a guidance manual for the leader of the workshop, wall charts, a skit, and participant sheets. Training suited to leaders of all grade levels.

PUBLICATION DATE: 1971 **PRICE:** $3.95

PUBLISHER: Judson Press

TITLE: 70 Cues for Teachers

AUTHOR: Locke E. Bowman, Jr.

DESCRIPTION: Pamphlet

FOR: Teachers and leaders of elementary through adult; beginning teachers; group leaders

CONTENT: A series of "cues" (drawn from experience in supplying critiques of teaching) are supplied for the teacher's use in periodic self-appraisal. Supervisors may use the cues in conferences with individual teachers. Extensive cross-references are provided in four indexes.

PUBLICATION DATE: 1972 **PRICE:** $1.50; for 10-50 copies, $1.20 each; for over 50 copies, $1.10 each

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Storytelling **AUTHOR:** Gertrude Priester

DESCRIPTION: Audio cassette; leader's guide

FOR: Teachers and leaders of pre-school and elementary; beginning teachers

CONTENT: This tape offers guidelines to help each teacher to become a better storyteller. It discusses how to select stories for telling. Seventeen-minute cassette; sheaf of listener's sheets; instruction sheet.

PUBLICATION DATE: 1972 **PRICE:** $6.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Storytelling in the Church School **AUTHOR:** Marcella Gomsrude Schlicht

DESCRIPTION: Pamphlets

FOR: Teachers and leaders of pre-school and elementary

CONTENT: This course is designed to extend the abilities of the church school teacher in the art of storytelling. It will acquaint the teacher with storytelling techniques and values and help the teacher develop an awareness of the kinds of storytelling material that are available and appropriate for a church school program.

PUBLISHER: Augsburg Publishing House

PRICE: Reading Resource—30¢; $3.30 doz.
Instructor's Guide—30¢

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Take It from Here **AUTHOR:** Glee Yoder

DESCRIPTION: Book

FOR: Teachers and leaders of all ages

CONTENT: Describes in detail how to carry out a wide variety of creative activities.

PUBLICATION DATE: 1973 **PRICE:** $2.50

PUBLISHER: Judson Press

TITLE: Take It from Here, Series Two **AUTHOR:** Glee Yoder

DESCRIPTION: Book

FOR: Teachers and leaders of all ages; intergenerational leaders

CONTENT: Craft ideas and interesting projects for Christian themes. Useful in planning for classes and groups as well as family meetings.

PUBLICATION DATE: 1975 **PRICE:** $3.50

PUBLISHER: Judson Press

TITLE: Tape-of-the-Month for Church Teachers

DESCRIPTION: Audio cassette; leader's guide

FOR: Teachers and leaders of all ages; beginning teachers; teachers of pre-school; older adult; group leaders; intergenerational leaders; family life educators

CONTENT: Thirty-minute cassette offered monthly on subscription basis for teachers and leaders in the churches. Each tape contains four to ten segments for individual listening and study, or for use in staff meetings. Index available (cross-referenced) for the first year's tapes. Indices prepared annually hereafter.

PUBLICATION DATE: 1975 (beginning) **PRICE:** $4.00 per month when purchased individually;
$48.00 per year

PUBLISHER: National Teacher Education Project

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Teach Me to Teach **AUTHOR:** Dorothy G. Swain

DESCRIPTION: Book; leader's guide (LS15-412)

FOR: Teachers and leaders of all ages.

CONTENT: How typical teachers, each with a different approach, found answers to their problems through creative Christian teaching methods. A guide is available for use in groups.

PUBLICATION DATE: 1964 **PRICE:** $2.95
$1.00 for guide

PUBLISHER: Judson Press

TITLE: The Teacher Is **AUTHORS:** William C. Behrens and Oletta Wald

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

See Category 2, "Why Be a Teacher/Leader?" for full information.

TITLE: Teacher-Pupil Planning

DESCRIPTION: Data module

FOR: Director of Christian education

CONTENT: Helps teachers identify where and how in the planning process pupils might participate and what factors guide the decisions about that participation. Contains information sheet; utilization sheet; 33 1/3 rpm record and script; two sets of worksheets, twelve in each set; unit-planning flow chart.

PRICE: $3.00

PUBLISHER: Westminster Press

TITLE: Teaching Adults

DESCRIPTION: Book; teacher's guide

FOR: Teachers and leaders of young adult, adult, and older adult classes

CONTENT: A valuable aid in providing leaders with effective background material in a philosophy of Christian education, the heritage of the church, and imaginative teaching methods. Helps provide vital, enriched learning experiences.

PRICE: Teacher's Guide—50¢
Pupil's Book—$1.50

PUBLISHER: Fortress Press

ORDER: From publisher—2900 Queen Lane, Philadelphia, PA 19129

TITLE: Teaching and Learning:
Grades 1-2, 3-4, 5-6, 7-8

DESCRIPTION: Films (five)

FOR: Director of Christian education; commission/committee members; teachers and leaders of elementary and junior high

CONTENT: Demonstrations of planning and teaching skills for teacher education. Deals with unit planning, objectives, evaluation, learning activities, techniques, etc., with learners of various ages.

PRICE: $110 each; $440 for all 5 prints

ORDER: From publisher—Curriculum Order Department, 1132 Witherspoon Bldg., Philadelphia, PA 19107

TITLE: Teaching Bible Concepts **AUTHOR:** Florence Wangner

DESCRIPTION: Workbook

FOR: Teachers and leaders of all ages

See Category 3, "What Should Be Taught/Learned?" for full information

TITLE: Teaching in the One-Youth-Class Church **AUTHOR:** F. Belton Joyner, Jr.

DESCRIPTION: Multimedia

FOR: Teachers and leaders of junior high and senior high; beginning and experienced teachers; teachers in broadly graded teaching situations

CONTENT: An experienced teacher and first-time teacher discuss step-by-step plans for teaching a typical unit of study to a broadly graded (7th through 12th grade) class. Listeners hear one session of the unit actually being studied in a class. Included are helps for making lesson plans and suggestions for adapting materials for predominantly early teen and predominantly late teen classes.

PUBLICATION DATE: Fall, 1977 **PRICE:** $6.95

PUBLISHER: Graded Press

ORDER: From Cokesbury regional service centers

TITLE: Teaching for Attitudes and Feelings

DESCRIPTION: Multimedia; data module

FOR: Director of Christian education

See Category 6, "How People Learn," for full information.

TITLE: Teaching Strategy **AUTHOR:** John Washburn

DESCRIPTION: Simulation game

FOR: Beginning teachers

CONTENT: This is a simulation game on teaching styles and strategies. It dramatizes the contrasts among approaches teachers use in the classroom. The game is boxed with instructions and equipment for a maximum of six teams of two players each.

PUBLICATION DATE: 1972 **PRICE:** $7.95

PUBLISHER: National Teacher Education Project

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Teaching the Bible in the Church **AUTHOR:** D. Glenn Rose

DESCRIPTION: Book

FOR: Teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders

CONTENT: The units are: 1) Teaching and the Bible; 2) Understanding the Bible; 3) Interpreting the Bible; 4) Teaching the Bible in the Contemporary World; 5) Communicating the Bible. These units consider such things as: the Bible in teaching the lesson, introduction to biblical interpretation, the process (steps) of biblical interpretation, and the relevancy of the Bible for our time. This is a combination text and guide. Twenty-six sessions.

PUBLICATION DATE: 1969 **PRICE:** $2.50

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: Teaching the Bible to Adults **AUTHOR:** Helen Couch

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes

CONTENT: This skill training package is designed to help teachers of adults use the Bible more confidently and creatively in their teaching. It suggests various roles for the Bible in the adult group, and describes the most effective ways to use the Bible in those several roles.

PUBLICATION DATE: September, 1974 **PRICE:** $5.95

PUBLISHER: Graded Press

ORDER: From Cokesbury regional service centers

TITLE: Teaching Through Lecture: Preparing and Presenting Lectures **AUTHOR:** Georgia Sprinkle

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes

CONTENT: This skill training package is designed to help teachers of adults improve thier skill in lecturing. It focuses on such subjects as selecting lecture topics, organizing lectures, presenting lectures, evaluating lectures, and supplementing lectures with questions and discussion.

PUBLICATION DATE: March, 1978 **PRICE:** $5.95

PUBLISHER: Graded Press

ORDER: From Cokesbury regional service centers

TITLE: Teaching Yourself to Teach **AUTHOR:** Howard Walker

DESCRIPTION: Record; filmstrip; workbook; leaflets; multimedia; idea book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of elementary, junior high and senior high classes; beginning teachers

CONTENT: Instruction to help beginning teachers (individual or groups): how to plan units effectively; how to teach creatively. May be stimulating and helpful for experienced teachers also.

PUBLICATION DATE: 1974 **PRICE:** $8.95

PUBLISHER: Abingdon Press

TITLE: Teachlife **AUTHOR:** Ronald J. Schlegel

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders

CONTENT: A multimedia leadership course for church school teachers. An excellent introduction to methods and media for church school teaching. In addition to a special filmstrip on media problems and purposes, teachers discuss educational goals. Most work is done through film, small group exploration, and mini-lesson practice sessions.

PUBLICATION DATE: 1972 **PRICE:** Teacher's Kit (includes one-time rental of three films)—$39.95
Learner's Book—$1.75

PUBLISHER: Concordia Publishing House

TITLE: Team Teaching (0563-AV)

DESCRIPTION: Filmstrip

FOR: Director of Christian education; members of teaching teams

CONTENT: Speaking to perennial problems such as untrained teachers, unimaginative teaching, problems of discipline, space, and noise, this filmstrip and accompanying material show how teachers have faced these problems by finding new and effective solutions through team teaching.

PUBLICATION DATE: 1974 **PRICE:** $9.95

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Team Teaching **AUTHOR:** Donald I. MacInnes

DESCRIPTION: Audio cassette; leader's guide; transparencies

FOR: Director of Christian education; teachers and leaders of all ages; beginning teachers

CONTENT: Explanation and discussion of team teaching and an appraisal of its rewards and pitfalls. Fourteen-minute cassette; two transparencies; printed copies of transparency material; sheaf of worksheets; instruction sheet.

PUBLICATION DATE: 1972 **PRICE:** $10.95

PUBLISHER: The Arizona Experiment (National Teacher Education Project)

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Team Teaching in Christian Education **AUTHOR:** Frances M. Anderson

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders

CONTENT: A ninety-two-page book dealing with the foundations for team teaching, putting team teaching into operation, and implications of team teaching.

PUBLICATION DATE: Copyrighted 1967 **PRICE:** $1.50

PUBLISHER: Department of Christian Education, Evangelical Covenant Church of America

ORDER: Resource Center, 5101 N. Francisco Ave., Chicago, IL 60625

TITLE: Team Teaching with the Scotts and Bartons **AUTHOR:** Jerry Holcomb

DESCRIPTION: Book

FOR: Commission/committee members; teachers and leaders of pre-school and elementary

CONTENT: An authoritative primer on team teaching in the church school. Told in story form.

PUBLICATION DATE: 1968 **PRICE:** $2.50

PUBLISHER: Judson Press

TITLE: Toward Effective Teaching—Adults **AUTHOR:** Norman E. Jacobs

DESCRIPTION: Book

FOR: Teachers and leaders of young adult, adult, and older adult classes; group leaders

CONTENT: The units of this combination text and guide are: 1) Imagine Myself as a Teacher-Leader; 2) Seeing the People I Work with as Leaders; 3) Learning to Work as a Teacher-Leader. The course considers such things as: self-understanding, leadership functions, skills in working with others, helping a group assume responsibility for its learning; educational procedures; the learning task concept; and the evaluation. Thirteen sessions.

PUBLICATION DATE: 1969 **PRICE:** $2.25

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: Toward Effective Teaching—Elementary Children **AUTHOR:** Arlene S. Hall

DESCRIPTION: Book

FOR: Teachers and leaders of elementary

CONTENT: The units in this combination text and guide are: 1) Learning About Children; 2) Objective and Learning Task; 3) The Teacher's Function; 4) Involving Children in Effective Learning; 5) Evaluating Teaching. The unit titles are descriptions of the skills the course considers. Thirteen sessions.

PUBLICATION DATE: 1969 **PRICE:** $2.25

PUBLISHER: Christian Board of Publication

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: Toward Effective Teaching—Young Children **AUTHOR:** Dorothy Nicholson

DESCRIPTION: Book

FOR: Teachers and leaders of pre-school

CONTENT: The units in this combination text and guide are: 1) The Teacher; 2) The Child; 3) The Teaching-Learning Situation. The course considers such things as: goals for the teacher's growth; skills in understanding and working with young children (nursery and kindergarten); religious concepts; equipment; planning; carrying out and evaluating units and sessions. Thirteen sessions.

PUBLICATION DATE: 1970 **PRICE:** $2.25

PUBLISHER: Christian Board of Publication (imprint edition from Warner Press)

TITLE: Toward Effective Teaching—Youth **AUTHORS:** Rex and Susan Mix

DESCRIPTION: Book

FOR: Teachers and leaders of junior high and senior high

CONTENT: The units in this combination text and guide are: 1) In the World of Youth; 2) Teaching Youth. The course considers such things as the teenager, his/her relationship to the church, establishing closer relationships with them, skills for teaching teenagers, use and adaptation of resources, leadership functions. Thirteen sessions.

PUBLICATION DATE: 1970 **PRICE:** $2.25

PUBLISHER: Christian Board of Publication (imprint edition from Warner Press)

ORDER: From publisher—P.O. Box 179, St. Louis, MO 63166

TITLE: Tutor Unit 1—Areas of Teaching Effectiveness **AUTHOR:** Oletta Wald

DESCRIPTION: Book

FOR: Director of Christian education; pastor; beginning teachers

CONTENT: Teacher training for both inexperienced and veteran teachers. Trainee Pak includes booklets on what a teacher is, how the teacher plans, what he/she does, and observation forms. Tutor Handbook is for the group guide.

PRICE: Trainee Pak—$2.90
Tutor Handbook—$2.80
Certificate of Participation (pack of 12)—$1.25

PUBLISHER: Augsburg Publishing House

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Tutor Unit 2—Planning Toward Learner Response

DESCRIPTION: Book

FOR: Director of Christian education; beginning teachers

CONTENT: Session planning. Helps teachers learn how to plan through arranged experiences.

PRICE: Trainee Pak—$2.35
Tutor Handbook—$1.50
Certificate of Participation (pack of 12)—$1.25

PUBLISHER: Augsburg Publishing House

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Unit Planning **AUTHOR:** W. Ben Lane

DESCRIPTION: Pamphlet

FOR: Director of Christian education; teachers of all ages

CONTENT: A twenty-four-page booklet exploring how to plan by units of subject content and to prepare the required class sesions.

PRICE: $1.50

PUBLISHER: Westminster Press

TITLE: Use of Pictures

DESCRIPTION: Data module

FOR: Director of Christian education

CONTENT: The teacher is given experience in using pictures in many ways in study and discussion. Information sheet; 33 1/3 rpm record and script; sixteen picture cards; ten analysis sheets.

PUBLISHER: Westminster Press **PRICE:** $10.00

TITLE: Uses for Flat Pictures in the Classroom **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Audio cassette; filmstrip

FOR: Teachers and leaders of all ages

CONTENT: More than thirty-five ways to use magazine pictures in a classroom, with suggestions for their utilization in teaching and learning. Seventy-two frames; nineteen-minute cassette narration; printed narration and guidesheet.

PUBLICATION DATE: 1975 **PRICE:** $12.95

PUBLISHER: National Teacher Education Project

ORDER: From publisher—35 E. Wacker Drive, Chicago, IL 60601

TITLE: Using the Bible in Groups **AUTHOR:** Paul D. Gehris

DESCRIPTION: Book

FOR: Teachers and leaders of junior high through adult; group leaders

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Using Curriculum Materials **AUTHOR:** Bessie Willowby

DESCRIPTION: Booklet

FOR: Teachers and leaders of all ages

PUBLICATION DATE: 1975 **PRICE:** 75¢

PUBLISHER: Warner Press and Board of Christian Education

ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: Using Learning Centers in Church Education. Design No. 1

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Visually Speaking: Using Visual Aids in Teaching Adults **AUTHOR:** Lon A. Speer

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult and older adult classes

CONTENT: This skill training package helps the teacher of adults develop and improve skills in using non-projected visual aids in teaching adults. Included are such subjects as choosing visual aids, constructing visual aids, and involving the group in creating visual aids.

PUBLICATION DATE: September, 1977 **PRICE:** $5.95

PUBLISHER: Graded Press

ORDER: From Cokesbury regional service centers

TITLE: Ways the Bible Comes Alive in Communicating the Faith **AUTHORS:** Robert Browning and Charles Foster

DESCRIPTION: Audio cassette

FOR: Director of Christian education; pastor; teachers and leaders of all ages

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Ways to Teach Children **AUTHOR:** Iris V. Cully

DESCRIPTION: Book; teacher's guide

FOR: Teachers and leaders of pre-school and elementary; beginning teachers

CONTENT: A valuable aid in providing leaders with effective background material in a philosophy of Christian education, the heritage of the church, age-group understanding, and imaginative teaching methods. Helps provide vital, enriched learning experiences for children.

PRICE: Teacher's Guide—55¢
Pupil's Book—$1.60

PUBLISHER: Fortress Press

ORDER: From publisher—2900 Queen Lane, Philadelphia, PA 19129

TITLE: Ways to Teach Teens

DESCRIPTION: Book; teacher's guide

FOR: Teachers and leaders of junior high and senior high

CONTENT: A valuable aid in providing leaders with effective background material in a philosophy of Christian education, the heritage of the church, age-group understanding, and imaginative teaching methods. They help provide vital, enriched learning experiences for young people.

PRICE: Teacher's Guide—75¢
Pupil's Book—$1.60

PUBLISHER: Fortress Press

ORDER: From publisher—2900 Queen Lane, Philadelphia, PA 19129

TITLE: Weekday Ministry with Young Children **AUTHOR:** Martha Locke Hemphill

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: What We'd All Better Do (or Do Better) to Help Others Learn the Word and Ways of God **AUTHOR:** A. H. Jahsmann

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders

CONTENT: Rather than telling teachers how to improve, this course helps teachers find out for themselves which methods work best for their teaching. They examine their own ideas about Christian education, then discuss classroom techniques—especially the inquiry method and dialog.

PUBLICATION DATE: 1972 **PRICE:** Student text—$2.25
Teacher's text plus two 7" teaching records—$2.85

PUBLISHER: Concordia Publishing House

TITLE: Word Alive **AUTHOR:** Earl H. Gaulke

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders

CONTENT: An experience-centered leadership course for church school teachers. There are eight sessions, one-and-a-half hours each. Each session becomes a concentrated "laboratory" experience in learning. Always practical, specifically related to Sunday school and Christian day school teaching. Very personal, it can't help but make your teachers more alive for teaching the Word of God.

PUBLICATION DATE: 1975 **PRICE:** Student's Guide—98¢
Teacher's Kit—$7.50

PUBLISHER: Concordia Publishing House

TITLE: Workers with Children Series

DESCRIPTION: Leaflets

FOR: Director of Christian education; teachers and leaders of pre-school and elementary

CONTENT: Twenty-nine special leaflets planned to help the workers with children in your church handle some of the problems and opportunities that occur while working with children.

PUBLICATION DATE: 1972–1974 **PRICE:** 10¢ each or 12 for $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Workers with Elemenatry Boys and Girls **AUTHOR:** La Donna Bogardus

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of elementary grades; parents

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Workers with Younger Children **AUTHOR:** Vera V. Zimmerman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of pre-school and elementary; parents

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Young Adult Packet

DESCRIPTION: Packet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of young adults

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: The Young Child in Christian Education **AUTHOR:** Frances M. Anderson

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; teachers and leaders of pre-school; beginning teachers

CONTENT: A 167-page book full of helpful material and suggestions in knowing and teaching young children in Christian education. A large resource section is included.

PUBLICATION DATE: Copyrighted 1969 **PRICE:** $1.50

PUBLISHER: Department of Christian Education, Evangelical Covenant Church of America

ORDER: Resource Center, 5101 N. Francisco Ave., Chicago, IL 60625

TITLE: Your Ministries with Junior Highs **AUTHORS:** John W. Gattis and James L. Mayfield

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of junior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Your Ministries with Senior Highs **AUTHOR:** Sheila Campbell

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of senior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Youth Leader **EDITOR:** Richard H. Rice

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; teachers and leaders of junior high and senior high; group leaders

CONTENT: A quarterly resource in magazine form containing both practical, "this is what worked for us" articles and theoretical articles on the nature of Christian education, philosophies of teaching, and descriptions of what youth are like.

PUBLICATION DATE: September, December, March, June

PRICE: 55¢ per quarter in bulk
single subscription—$2.75 per year

PUBLISHER: Graded Press

ORDER: Cokesbury regional service centers

CATEGORY 5 • HOW PEOPLE GROW

TITLE: Adult Leader

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult, and older adult classes; group leaders; intergenerational leaders; family life educators; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Adult Leadership Tapes

DESCRIPTION: Audio cassette

FOR: Director of Christian education; teachers and leaders of adults; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Church and Children Under Two **AUTHOR:** Kathrene McLandress Tobey

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: The Church's Children: Who, Where, What? Design No. 5

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Conflict and Teaching: Skill Training for Handling Conflict in Adult Groups **AUTHOR:** Charles Cole

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Designing Church Education for Children Under 6

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school; beginning teachers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Educational Ministry with Adults **AUTHOR:** Roy H. Ryan

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult, and older adult classes; group leaders; beginning teachers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Facing Faith **AUTHOR:** Eugene R. Glasser

DESCRIPTION: Book

FOR: Pastor; teachers and leaders of junior high and senior high

See Category 2, "Why Be a Teacher/Leader?" for full information.

TITLE: Freedom to Grow **AUTHOR:** Lindell Sawyers

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of adult and older adult; group leaders; intergenerational leaders; family life educators; social action leaders

CONTENT: A book concerning the personal dimensions of small-group learning situations. Not a manual of techniques and methods. It aims at heightening awareness of the needs of persons who may participate in small groups.

PRICE: $2.00

PUBLISHER: Westminster Press

TITLE: The Glass Wall (3098-AV) **AUTHOR:** Don Mueller

DESCRIPTION: Audio cassette

FOR: Director of Christian education; pastor; teachers and leaders of junior high and senior high; family life educators

CONTENT: A reading of the play which deals with teenage problems and their family relationships. Produced by the direction of the author.

PUBLICATION DATE: 1972 **PRICE:** $3.50

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: The Growth Dimension (Styles of Adult Learning)

DESCRIPTION: Film

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of adults

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Volume IV—How Persons Grow in Christian Community (Yearbooks in Christian Education)

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: Insights on Christian education based on a study of 2,000 young Lutherans.

PUBLISHER: Augsburg Publishing House **PRICE:** $5.95

ORDER: From publisher—426 S. Fifth St., Minneapolis, MN 55415

TITLE: Lead Out **AUTHOR:** Eldor Kaiser

DESCRIPTION: Book; leader's guide; multimedia

FOR: Director of Christian education; pastor; teachers and leaders of junior high, senior high, and young adult classes

See Category 4, "How to Teach/Lead," for full information.

TITLE: Leader's Notebook Addition #1 (LS12-124)

DESCRIPTION: Pamphlet

FOR: Teachers and leaders of pre-school and elementary

See Category 4, "How to Teach/Lead," for full information.

TITLE: Learn to Teach Adults: Skill Training for the New Teacher **AUTHOR:** Margaret H. Back

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Learning to Understand People **AUTHOR:** Laban Peachey

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; teachers and leaders of adults; group leaders; intergenerational leaders

CONTENT: Effective leaders and teachers are keenly aware of the needs, maturation, and development of persons. This book helps to develop such awareness.

PUBLICATION DATE: 1965 **PRICE:** $2.00
75¢—Leader's Guide

PUBLISHER: Mennonite Publishing House and Faith and Life Press

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TITLE: Let's Do More with Children **AUTHOR:** Emma Jane White

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of pre-school and elementary; beginning teachers; family life educators

See Category 4, "How to Teach/Lead," for full information.

TITLE: Let's Do More with Persons with Disabilities **AUTHOR:** Emma Jane White

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; family life educators; social action leaders; teachers of retarded/handicapped persons

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Ministry with Young Adults **AUTHOR:** Lander L. Beal

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of young adults

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: On Behalf of Children **AUTHOR:** Linda Isham

DESCRIPTION: Book

FOR: Commission/committee members; teachers and leaders of pre-school and elementary

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Our Faith and Our Teaching. Design No. 2 **AUTHOR:** James M. Campbell

DESCRIPTION: Pamphlet

FOR: Director of Christian education; teachers and leaders of all ages; beginning teachers; intergenerational leaders

See Category 2, "Why Be a Teacher/Leader?" for full information.

TITLE: Parents and the Experts **AUTHOR:** Diane Cooksey Kessler

DESCRIPTION: Book

FOR: Director of Christian education; pastor; intergenerational leaders; family life educators; parents

CONTENT: Analyzes popular guidance literature on the basis of the author's discipline theories, understanding of the nature of humankind, and the values considered by the author to be worthy goals for maturity. She challenges these concepts in the light of Christian ethics and theology, and goes on to offer suggestions for moral development as it relates to Christian tradition.

PUBLICATION DATE: 1974 **PRICE:** $2.45

PUBLISHER: Judson Press

TITLE: Parish Teacher/Leader Training Units

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

See Category 4, "How to Teach/Lead," for full information.

TITLE: Planning for and Teaching Classes of Early Adolescents **AUTHOR:** Sheila Campbell

DESCRIPTION: Multimedia

FOR: Teachers and leaders of junior high; beginning and experienced teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Planning for and Teaching Classes of Late Teens **AUTHOR:** Wilfred Bailey

DESCRIPTION: Multimedia

FOR: Teachers and leaders of senior high; beginning and experienced teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Play and the Player

DESCRIPTION: Multimedia; data module

FOR: Director of Christian education; teachers and leaders of pre-school; adults

See Category 6, "How People Learn," for full information.

TITLE: Power Beyond Words **AUTHOR:** A. H. Jahsmann

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders.

See Category 6, "How Persons Learn," for full information.

TITLE: Readiness for Religion **AUTHOR:** Ronald Goldman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

See Category 6, "How People Learn," for full information.

TITLE: Resource Portfolio of Nursery Education Handbooks

DESCRIPTION: Packet

FOR: Teachers and leaders of pre-school

See Category 4, "How to Teach/Lead," for full information.

TITLE: Way Persons Become Christian **AUTHORS:** Robert Browning and Charles Foster

DESCRIPTION: Audio cassette

FOR: Director of Christian education; pastor; teachers of all ages

CONTENT: Helps Christian educators integrate the four major views of Christian education for a fulfilling and biblically sound approach. Uses active learning exercises, post-class assignments, and Bible study to involve students and to arouse their sensitivities in this vital area of their total teaching philosophy.

PUBLICATION DATE: April, 1976 **PRICE:** $29.95

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Whom God Chooses: The Child and the Church **AUTHOR:** Ralph Sundquist, revised by W. Ben Lane and Ralph Worthington

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; church officers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Word Alive **AUTHOR:** Earl H. Gaulke

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Workers with Children Series

DESCRIPTION: Leaflets

FOR: Director of Christian education; teachers and leaders of pre-school and elementary

See Category 4, "How to Teach/Lead," for full information.

TITLE: Workers with Elementary Boys and Girls **AUTHOR:** La Donna Bogardus

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of elementary; parents

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Workers with Younger Children **AUTHOR:** Vera V. Zimmerman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of pre-school and elementary; parents

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Your Ministries with Junior Highs **AUTHORS:** John W. Gattis and James L. Mayfield

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of junior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Your Ministries with Senior Highs **AUTHOR:** Sheila Campbell

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of senior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Youth Leader **EDITOR:** Richard H. Rice

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; teachers and leaders of junior high and senior high; beginning teachers; group leaders

See Category 4, "How to Teach/Lead," for full information.

CATEGORY 6 • HOW PEOPLE LEARN

TITLE: Adult Leader
DESCRIPTION: Quarterly magazine
FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult, older adult; group leaders; intergenerational leaders; family life educators; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Adult Leadership Tapes
DESCRIPTION: Audio cassette
FOR: Director of Christian education; teachers and leaders of adult; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: As Christians Teach **AUTHOR:** W. Kent Gilbert
DESCRIPTION: Book; record
FOR: Teachers and leaders of all ages; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Basics for Communication in the Church **AUTHORS:** Irene S. Caldwell, Richard Hatch, Beverly Welton
DESCRIPTION: Book
FOR: Teachers and leaders of all ages; beginning teachers; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Christian Living with Young Children **AUTHORS:** Theris Aldrich, Norma Jean and Burton Everist, Velma Schmidt, and Emma Jane and Lyman White
DESCRIPTION: Multimedia
FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Church and Children Under Two **AUTHOR:** Kathrene McLandress Tobey
DESCRIPTION: Book
FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: The Church's Children: Who, Where, What? Design No. 5
DESCRIPTION: Pamphlet
FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Concept Development: How Students Build Understanding
DESCRIPTION: Multimedia; data module
FOR: Director of Christian education

See Category 4, "How to Teach/Lead," for full information.

TITLE: Conflict and Teaching: Skill Training for Handling Conflict in Adult Groups **AUTHOR:** Charles Cole

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Designing Church Education for Children Under 6

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school; beginning teachers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Educational Ministry with Adults **AUTHOR:** Roy H. Ryan

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult, and older adult; group leaders; beginning teachers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: EQUIP: A Training Program for Leaders of Adult Discussion

DESCRIPTION: Training kit

FOR: Director of Christian education; teachers and leaders of adults; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Essential Skills for Good Teaching **AUTHORS:** Locke E. Bowman, Jr., Donn P. McGuirk, Gary L. DeVelder, Donald L. Griggs

DESCRIPTION: Book

FOR: Director of Christian education; teachers and leaders of all ages

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Exuberant Years: A Guide for Junior High Leaders **AUTHOR:** Ginny Ward Holderness

DESCRIPTION: Book

FOR: Teachers and leaders of junior high

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Faith Recycling **AUTHOR:** David Thornton

DESCRIPTION: Book

FOR: Teachers and leaders of junior high and senior high

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Finding Out Through Inquiry

DESCRIPTION: Data module

FOR: Director of Christian education

See Category 4, "How to Teach/Lead," for full information.

TITLE: First Steps to Open Classrooms in the Church **AUTHORS:** Richard E. Ishler, Margaret F. Ishler, Phyllis Lamb

DESCRIPTION: Book

FOR: Teachers and leaders of elementary, junior high, senior high; intergenerational leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Focus Meetings on Teaching—Volume III
DESCRIPTION: Multimedia
FOR: Teachers and leaders of all ages; beginning teachers
See Category 4, "How to Teach/Lead," for full information.

TITLE: The Growth Dimension (Styles of Adult Learning)
DESCRIPTION: Film
FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of adults
See Category 1, "How to Plan for Education in the congregation," for full information.

TITLE: Helping the Retarded to Know God **AUTHORS:** H. Hahn and W. Raasch
DESCRIPTION: Book; leader's guide
FOR: Director of Christian education; pastor; special education teachers
See Category 4, "How to Teach/Lead," for full information.

TITLE: How Students Learn **AUTHOR:** Iris Ferren
DESCRIPTION: Booklet
FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages
PUBLICATION DATE: 1975 **PRICE:** 60¢
PUBLISHER: Warner Press and Board of Christian Education
ORDER: From publisher—P.O. Box 2458, Anderson, IN 46011

TITLE: Volume IV—How Persons Grow in Christian Community (Yearbooks in Christian Education)
DESCRIPTION: Book
FOR: Director of Christian education; pastor; commission/committee members
See Category 5, "How People Grow," for full information.

TITLE: Identifying Thinking Behaviors
DESCRIPTION: Data module
FOR: Director of Christian education
See Category 4, "How to Teach/Lead," for full information.

TITLE: An Inquiry Approach to Teaching
DESCRIPTION: Pamphlet
FOR: Director of Christian education; all teachers
See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Interaction in the Classroom
DESCRIPTION: Workbook; data module
FOR: Director of Christian education
See Category 4, "How to Teach/Lead," for full information.

TITLE: Intergenerational Experiences in Church Education. Design No. 3 **AUTHOR:** Mary Duckert
DESCRIPTION: Pamphlet
FOR: Director of Christian education; pastor; commission/committee members; all teachers
See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Lay Action: The Church's Third Force **AUTHOR:** Cameron P. Hall
DESCRIPTION: Book
FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of young adult, adult, older adult; group leaders; social action leaders
CONTENT: Helps leader see how to involve lay persons in significant work for social change notably in secular institutions.
PUBLICATION DATE: 1974 **PRICE:** $3.50
PUBLISHER: Friendship Press

TITLE: Leader's Notebook (LS12-122)
DESCRIPTION: Pamphlet
FOR: Commission/committee members; beginning teachers
See Category 4, "How to Teach/Lead," for full information.

TITLE: Leader's Notebook Addition #1 (LS12-124)
DESCRIPTION: Pamphlet
FOR: Teachers and leaders of pre-school and Elementary
See Category 4, "How to Teach/Lead," for full information.

TITLE: Learn to Teach Adults: Skill Training for the New Teacher **AUTHOR:** Margaret H. Back
DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each
FOR: Teachers and leaders of young adult, adult, older adult; beginning teachers
See Category 4, "How to Teach/Lead," for full information.

TITLE: The Learning Center Experience
(Alternative Styles in Church Education?)
DESCRIPTION: Film with guide
FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school, elementary, and junior high; beginning teacher
See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Learning Is Change **AUTHOR:** Martha M. Leypoldt
DESCRIPTION: Book
FOR: Teachers of all ages
See Category 4, "How to Teach/Lead," for full information.

TITLE: Learning Through Encounter **AUTHOR:** Robert A. Dow
DESCRIPTION: Book
FOR: Teachers and leaders of young adult, adult; group leaders
CONTENT: Explains why the best education takes place when persons encounter actual life situations. Exercises which promote such opportunities to learn are given in the book.
PUBLICATION DATE: 1971 **PRICE:** $3.50
PUBLISHER: Judson Press

TITLE: Let's Do More with Children **AUTHOR:** Emma Jane White
DESCRIPTION: Book
FOR: Director of Christian education; pastor; teachers and leaders of pre-school and elementary; family life educators; beginning teachers
See Category 4, "How to Teach/Lead," for full information.

TITLE: Making a Difference **AUTHOR:** Paul Dietterich

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

CONTENT: A step-by-step process for helping people learn and grow; everything from problem identification to evaluation.

PUBLICATION DATE: 1970 **PRICE:** $1.50

PUBLISHER: Friendship Press

TITLE: Managing Change in the Church **AUTHOR:** Douglas W. Johnson

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of young adult, adult, older adult; group leaders; social action leaders

CONTENT: Guidance for the leader who wishes to help people grow and change in light of the changing world. Appreciates the sharing of different points of view in a setting of mutual concern.

PUBLICATION DATE: 1974 **PRICE:** $3.50

PUBLISHER: Friendship Press

TITLE: Let's Do More with Persons with Disabilities **AUTHOR:** Emma Jane White

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; family life educators; social action leaders; teachers of retarded/handicapped persons

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Methods and Skills in Teaching Youth **AUTHOR:** Phillip H. Horne

DESCRIPTION: Multimedia

FOR: Teachers and leaders of junior high and senior high; beginning and experienced teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Ministries with Children in Small Churches. Design No. 4 **AUTHOR:** Pauline Palmer Meek

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Ministry with Young Adults **AUTHOR:** Lander L. Beal

DESCRIPTION: Book

FOR: Directors of Christian education; pastor; teachers and leaders of young adults

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Our Faith and Our Teaching. Design No. 2 **AUTHOR:** James M. Campbell

DESCRIPTION: Pamphlet

FOR: Director of Christian education; teachers and leaders of all ages; beginning teachers; intergenerational leaders

See Category 2, "Why Be a Teacher/Leader?" for full information.

TITLE: Parents and the Experts **AUTHOR:** Diane Cooksey Kessler

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; parents; teachers of pre-school and elementary

See Category 5, "How People Grow," for full information.

TITLE: Parish Teacher/Leader Training Units

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

See Category 4, "How to Teach/Lead," for full information.

TITLE: Play and the Player

DESCRIPTION: Multimedia; data module

FOR: Director of Christian education; teachers and leaders of pre-school and adult

CONTENT: Users are led to consider a new definition of play for adults, the importance of play for children, and the role of adults as facilitators of children's play. Includes utilization guide; seventy-four-frame color filmstrip; 33 1/3 rpm record; four question sheets.

PUBLISHER: Westminster Press **PRICE:** $9.00

TITLE: Power Beyond Words **AUTHOR:** A. H. Jahsmann

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders; family life educators.

CONTENT: A training course for teachers seeking better ways to communicate God's Word. Suggests new methods for greater student participation and interaction.

PUBLICATION DATE: 1968 **PRICE:** Textbook—$2.25
Instructor's Guide—$2.85

PUBLISHER: Concordia Publishing House

TITLE: Readiness for Religion **AUTHOR:** Ronald Goldman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages

CONTENT: Using research into children's powers of understanding, Dr. Goldman develops in *Readiness for Religion* a new approach to religious education.

PUBLISHER: Seabury Press **PRICE:** $2.95

TITLE: Resource Portfolio of Nursery Education Handbooks

DESCRIPTION: Packet

FOR: Teachers and leaders of pre-school

See Category 4, "How to Teach/Lead," for full information.

TITLE: Tape-of-the-Month for Church Teachers

DESCRIPTION: Audio cassette; leader's guide

FOR: Teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators

See Category 4, "How to Teach/Lead," for full information.

TITLE: Teach Me to Teach **AUTHOR:** Dorothy G. Swain

DESCRIPTION: Book; leader's guide (LS15-412)

FOR: Teachers and leaders of all ages

See Category 4, "How to Teach/Lead," for full information.

TITLE: Teaching for Attitudes and Feelings

DESCRIPTION: Multimedia; data module

FOR: Director of Christian education

CONTENT: Helps individuals or groups of teachers bring together in the classroom the content of instruction as well as the students' feelings and experiences. Contains an instruction book, four color pictures, four black and white pictures, and two worksheets.

PUBLISHER: Westminster Press **PRICE:** $5.50

TITLE: Teachlife **AUTHOR:** Ronald J. Schlegel

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Team Teaching in Christian Education **AUTHOR:** Frances M. Anderson

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders.

See Category 4, "How to Teach/Lead," for full information.

TITLE: Using Learning Centers in Church Education. Design No. 1

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders.

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Values and Feelings

DESCRIPTION: Data module

FOR: Director of Christian education

CONTENT: Provides teachers/leaders with an opportunity to clarify some of their own values about teaching and presents a plan for values clarification that can be adapted for use with students. Contains information sheet; two utilization sheets for individual and group use; twelve sets of task cards; four sets of problem cards; four tale games; four sets of world banners.

PUBLISHER: Westminster Press **PRICE:** $6.00

TITLE: What Do You Think?

DESCRIPTION: Film

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school, elementary; beginning teachers.

CONTENT: A 16mm color film, with sound, thirty-four minutes in length. Demonstrates three stages of cognitive development in children ranging from four to eleven years. Film is in three parts, with opportunities for discussion after Parts I and II.

PRICE: $300.00; rental—$25.00

PUBLISHER: United Presbyterian Church, U.S.A.

ORDER: From ACI Films, Inc., 35 W. 45 St., N.Y., NY 10036

TITLE: What We'd All Better Do (or Do Better) to Help Others Learn the Word and Ways of God **AUTHOR:** A. H. Jahsmann

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of all; beginning teachers; group leaders.

See Category 4, "How to Teach/Lead," for full information.

TITLE: Word Alive **AUTHOR:** Earl H. Gaulke

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders.

See Category 4, "How to Teach/Lead," for full information.

TITLE: Workers with Children Series

DESCRIPTION: Leaflet

FOR: Director of Christian education; teachers and leaders of pre-school and elementary

See Category 4, "How to Teach/Lead," for full information.

TITLE: Workers with Elementary Boys and Girls **AUTHOR:** La Donna Bogardus

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of elementary; parents

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Workers with Younger Children **AUTHOR:** Vera V. Zimmerman

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of pre-school and elementary; parents

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Your Ministries with Junior Highs **AUTHORS:** John W. Gattis and James L. Mayfield

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of junior highs

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Your Ministries with Senior Highs **AUTHOR:** Sheila Campbell

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of senior highs

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Youth Leader **EDITOR:** Richard H. Rice

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; teachers and leaders of junior high and senior high; beginning teachers; group leaders

See Category 4, "How to Teach/Lead," for full information.

CATEGORY 7 • HOW GROUPS FUNCTION

TITLE: Across the Board

DESCRIPTION: Game

FOR: Director of Christian education; pastor; commission/committee members; group leaders

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Adult Leader

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult, older adult; group leaders; intergenerational leaders; family life educators; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Adult Leadership Tapes

DESCRIPTION: Audio cassette

FOR: Director of Christian education; teachers and leaders of adults; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Celebrating Togetherness **AUTHORS:** Jim and Jill Larson

DESCRIPTION: Leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of young adult, adult; group leaders; intergenerational leaders; family life educators

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Church Officer Development, Continuing Education Curriculum

DESCRIPTION: Workbook

FOR: Pastor; church officers/leaders

CONTENT: Several of the units now available would provide assistance to officers of any denomination as they seek to be effective leaders in the local church: 1) Work of the Session and the Diaconate; 2) Dealing Creatively with Conflict; 3) Communication; and 4) Recruiting and Utilizing Abilities of Church Leaders.

PUBLICATION DATE: 1975 **PRICE:** 1—$2.25; 2—$2.75; 3—$3.50

PUBLISHER: Geneva Press (Developed jointly by United Presbyterian Church, U.S.A., and Presbyterian Church, US)

TITLE: Church Officer Development, Pre-Ordination Curriculum

DESCRIPTION: Leader's guide; participant's book

FOR: Pastor; church officers

CONTENT: Leader's Guide provides suggestions for a 5-unit course. Participant's Book contains 5 units of study designed to assist church officers to understand their tasks, how better to do them, and where to go for help.

PUBLICATION DATE: 1975 **PRICE:** Leader's Guide—$2.95
Participant's Book—95¢

PUBLISHER: Geneva Press (developed jointly by United Presbyterian Church, U.S.A., and Presbyterian Church, US)

TITLE: Church Options for Day Care

DESCRIPTION: Guidance packet

FOR: Director of Christian education; teachers and leaders of pre-school; family life educators

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Conflict and Teaching: Skill Training for Handling Conflict in Adult Groups **AUTHOR:** Charles Cole

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult and older adult; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Developing a More Consultative Way of Working **AUTHOR:** Richard Monroe

DESCRIPTION: Audio cassette

FOR: Director of Christian education; pastor; commission/committee members; group leaders; leadership training

CONTENT: Suitable to persons who are becoming leaders of leaders, especially those who are working as coordinators of age-group work or as members of the education program in local churches. This may be used by an individual or group.

PUBLICATION DATE: 1974 **PRICE:** $10.95

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: Developing the Congregation's Educational Program

DESCRIPTION: Workbook

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Discipline and the Teacher

DESCRIPTION: Booklet; data module

FOR: Director of Christian education; teachers and leaders of pre-school; elementary; junior high; senior high; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Effective Work in Groups **AUTHOR:** Nathan Turner

DESCRIPTION: Book

FOR: Church officers; teachers and leaders of all ages; group leaders

CONTENT: A series of workshops for teachers and group leaders. Basic information and opportunity for skill development in group work is provided. Includes the special phenomena of groups such as characteristics and stages of development. Participants can learn skills in leadership and discover processes to help a group use its own resources.

PUBLICATION DATE: May, 1977 **PRICE:** to be set

PUBLISHER: Judson Press

TITLE: Elder Development Tapes
Officer Development Tapes

DESCRIPTION: Audio cassette

FOR: Pastor; church officers

CONTENT: Two series of cassette tapes, five thirty-minute tapes in each series, designed to help church officers understand their duties and responsibilities and how to carry them out effectively.

PRICE: Sold only as series
Officer Development Tapes—$19.95
Elder Development Tapes—$19.75

PUBLISHER: Geneva Press

ORDER: From publisher—Curriculum Order Department, 1132 Witherspoon Bldg., Philadelphia, PA 19107

TITLE: EQUIP: A Training Program for Leaders of Adult Discussion

DESCRIPTION: Training kit

FOR: Director of Christian education; teachers and leaders of adults; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Exploring Leadership Styles

DESCRIPTION: Audio cassette; workbook

FOR: Director of Christian education; pastor; commission/committee members; group leaders; intergenerational leaders

CONTENT: This tested resource, tape and workbook, is planned to help you understand, clarify, accept your style of leadership, and see it in relation to other styles. This may be used by an individual or a group.

PUBLICATION DATE: 1974 **PRICE:** $10.95

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist church

ORDER: From publisher, Box 840, Nashville, TN 37202

TITLE: The Exuberant Years; A Guide for Junior High Leaders **AUTHOR:** Ginny Ward Holderness

DESCRIPTION: Book

FOR: Teachers and leaders of junior highs

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Family Camping—Five Designs for Your Church **AUTHOR:** John Rozeboom

DESCRIPTION: Book

FOR: Director of Christian education; pastor; intergenerational leaders; family life educators

CONTENT: A guidance resource for leaders who plan for church-sponsored family camping. Describes five different styles of family camping: 1) cluster; 2) colony; 3) camporama; 4) caravan; 5) family-life conference.

PUBLICATION DATE: June, 1973 **PRICE:** $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—Box 840, Nashville, TN 37202

TITLE: Focus Meetings on Teaching—Volume I

DESCRIPTION: Multimedia

FOR: Teachers and leaders of all ages; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Focus Meetings on Teaching—Volume II
DESCRIPTION: Multimedia
FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers
See Category 4, "How to Teach/Lead," for full information.

TITLE: Freedom to Grow **AUTHOR:** Lindell Sawyers
DESCRIPTION: Book
FOR: Director of Christian education; pastor; teachers and leaders of group leaders; intergenerational leaders; family life educators; social action leaders
See Category 5, "How People Grow," for full information.

TITLE: The Group Way of Teaching (0507-AV)
DESCRIPTION: Filmstrip
FOR: Director of Christian education; beginning teachers; group leaders
See Category 4, "How to Teach/Lead," for full information.

TITLE: The Growth Dimension (Styles of Adult Learning)
DESCRIPTION: Film
FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of adults
See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: How Do I Rate as a Teacher? Skill Training for the Experienced Teacher **AUTHORS:** Leon E. Dayringer and Stanley H. Forkner
DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each
FOR: Teachers and leaders of young adult, adult and older adult
See Category 4, "How to Teach/Lead," for full information.

TITLE: How to Lead a Discussion **AUTHOR:** Travis Woodward
DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each
FOR: Teachers and leaders of young adult, adult and older adult
See Category 4, "How to Teach/Lead," for full information.

TITLE: Intergenerational Experiences in Church Education. Design No. 3 **AUTHOR:** Mary Duckert
DESCRIPTION: Pamphlet
FOR: Director of Christian education; pastor; commission/committee members; all teachers
See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Lead Out **AUTHOR:** Eldor Kaiser
DESCRIPTION: Book; leader's guide; multimedia
FOR: Director of Christian education; pastor; teachers and leaders of junior high, senior high and young adult
See Category 4, "How to Teach/Lead," for full information.

TITLE: Learn to Teach Adults: Skill Training for the New Teacher **AUTHOR:** Margaret H. Back
DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each
FOR: Teachers and leaders of young adult, adult and older adult; beginning teachers
See Category 4, "How to Teach/Lead," for full information.

TITLE: Learning Through Encounter **AUTHOR:** Robert A. Dow

DESCRIPTION: Book

FOR: Teachers and leaders of young adult and adult; group leaders

See Category 6, "How People Learn," for full information.

TITLE: Learning to Lead **AUTHOR:** Willard Claassen

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; commission/committee members; teachers and leaders of adults; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Ministries with Children in Small Churches. Design No. 4 **AUTHOR:** Pauline Palmer Meek

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Our Faith and Our Teaching. Design No. 2 **AUTHOR:** James M. Campbell

DESCRIPTION: Pamphlet

FOR: Director of Christian education; teachers and leaders of all ages; beginning teachers; intergenerational leaders.

See Category 2, "Why Be a Teacher/Leader?" for full information.

TITLE: The Person Who Chairs the Meeting **AUTHOR:** Paul O. Madsen

DESCRIPTION: Book

FOR: Commission/committee members; group leaders

CONTENT: A practical book for the person selected to chair meetings of boards and committees. It discusses building and handling agenda, creating a healthy climate so the group works effectively; and presiding over the actual sessions.

PUBLICATION DATE: 1973 **PRICE:** $1.95

PUBLISHER: Judson Press

TITLE: Power Beyond Words **AUTHOR:** A. H. Jahsmann

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders

See Category 6, "How People Learn," for full information.

TITLE: Preparing a Lesson Plan: Skill Training for Session Planning **AUTHOR:** George Koehler

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult and older adult; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: Questions and Questioning: Using Questions in Teaching Adults **AUTHOR:** Millie Schlagenhauf

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult and older adult

See Category 4, "How to Teach/Lead," for full information.

TITLE: Resource Booklet: Educational Ministry in the Black Community **AUTHOR:** Willard A. Williams

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; social action leaders

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Retreat Handbook **AUTHORS:** Virgil and Lynn Nelson

DESCRIPTION: Book

FOR: Commission/committee members; teachers and leaders of junior high and senior high groups

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: The Teacher Is **AUTHORS:** William C. Behrens and Oletta Wald

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

See Category 2, "Why Be a Teacher/Leader?" for full information.

TITLE: Teacher-Pupil Planning

DESCRIPTION: Data module

FOR: Director of Christian education

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Teacher's Personal Relationships **AUTHOR:** C. Richard Evenson

DESCRIPTION: Pamphlet

FOR: Director of Christian education; all teachers

See Category 2, "Why Be a Teacher/Leader?" for full information.

TITLE: Teachlife **AUTHOR:** Ronald J. Schlegel

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Team Building in Church Groups **AUTHORS:** Nancy B. Geyer and Shirley H. Noll

DESCRIPTION: Book

FOR: Commission/committee members; group leaders

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Team Teaching (0563-AV)

DESCRIPTION: Filmstrip

FOR: Director of Christian education; those interested in starting team teaching

See Category 4, "How to Teach/Lead," for full information.

TITLE: Team Teaching in Christian Education **AUTHOR:** Frances M. Anderson

DESCRIPTION: Book; leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Teamwork Without Tears **AUTHOR:** Haviland H. Millican

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators; social action leaders.

CONTENT: Written in cartoon style, it evokes discussion. Suggests ways to reduce common tensions caused by misunderstanding and poor communication. Designed for staff, volunteers, family life studies, or any group trying to increase clarity and relationships between persons and groups.

PUBLICATION DATE: 1968 **PRICE:** $1.00

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: To Understand Each Other **AUTHOR:** Jim and Jill Larson

DESCRIPTION: Leader's guide

FOR: Director of Christian education; pastor; teachers and leaders of young adult and adults; group leaders; intergenerational leaders; family life educators.

See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Word Alive **AUTHOR:** Earl H. Gaulke

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders.

See Category 4, "How to Teach/Lead," for full information.

TITLE: Young Adult Packet

DESCRIPTION: Packet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of young adults

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Youth Leader **EDITOR:** Richard H. Rice

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; teachers and leaders of junior high and senior high; beginning teachers; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Across the Board

DESCRIPTION: Game

FOR: Director of Christian education; pastor; commission/committee members; group leaders

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Adult Leader

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; pastor; teachers and leaders of young adults, adults, older adults; group leaders; intergenerational leaders; family life educators; social action leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Adult Teachers Fellowship

DESCRIPTION: Subscription

FOR: Director of Christian education; teachers and leaders of young adults, adults, and older adults; beginning teachers; group leaders; intergenerational leaders; family life educators

CONTENT: A quarterly packet of new and useful resources available to teachers and leaders of adult study groups. Membership provides a direct linkage with other adult teachers; a support system for helping improve teacher skills.

PUBLICATION DATE: Current **PRICE:** $15.00 per year

PUBLISHER: Local Church Education, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Better Media for Less Money! **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Book

FOR: Teachers and leaders of all ages; beginning teachers; intergenerational leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Building Curriculum in the Local Church

DESCRIPTION: Data module

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Christian Living with Young Children **AUTHORS:** Theris Aldrich, Norma Jean and Burton Everist, Velma Schmidt, Emma Jane and Lyman White

DESCRIPTION: Multimedia

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Church and Children Under Two **AUTHOR:** Kathrene McLandress Tobey

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: The Church Resource Library: How to Start It and Make It Grow **AUTHOR:** Maryann J. Dotts

DESCRIPTION: Book

FOR: Director of Christian education; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Context for Choice

DESCRIPTION: Book

FOR: Pastor; group leaders; sessions; leaders of youth

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Creating the Congregation's Educational Ministry **AUTHORS:** Shirley J. Heckman and Iris L. Ferren

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Curriculum Evaluation: Guidelines and Summaries

DESCRIPTION: Packet

FOR: Director of Christian education; commission/committee members

CONTENT: Prepared by Task Force, Covenant Presbytery and Trinity Presbytery, Dallas, Texas. Guidelines for evaluation and applying these to 25 curricula and special resource materials (both denominational and independent) now being used in churches. The summaries and charts in this packet will be useful in any church as it plans for curriculum choices.

PRICE: $6.95

PUBLISHER: Division of National Mission, Presbyterian Church, U.S.

ORDER: From publisher—Materials Distribution Service, 341 Ponce de Leon Avenue, N.E., Atlanta, GA 30308

TITLE: Designing Church Education for Children Under 6

DESCRIPTION: Book

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of pre-school; beginning teachers

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Developing the Congregation's Educational Program

DESCRIPTION: Workbook

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Intergenerational Experiences in Church Education. Design No. 3 **AUTHOR:** Mary Duckert

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members; intergenerational leaders

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Leader Development Resource System

DESCRIPTION: Manual

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Learn to Teach Adults: Skill Training for the New Teacher **AUTHOR:** Margaret H. Back

DESCRIPTION: Multimedia; audio cassette and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes; beginning teachers

See Category 4, "How to Teach/Lead," for full information.

TITLE: The Learning Center Experience (Alternative Styles in Church Education?)

DESCRIPTION: Film with guide

FOR: Director of Christian education; pastors; commission/committee members; teachers and leaders of pre-school, elementary, and junior high; beginning teachers.

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Love Lives Here

DESCRIPTION: Multimedia

FOR: Director of Christian education; teachers and leaders of junior high, senior high, and young adult classes

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Magazine Picture Lifts for Slide and Overhead Projectors **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Audio cassette; filmstrip

FOR: Teachers and leaders of all ages

See Category 4, "How to Teach/Lead," for full information.

TITLE: Methods of Displaying Classroom Pictures **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Audio cassette; filmstrip

FOR: Teachers and leaders of all ages

See Category 4, "How to Teach/Lead," for full information.

TITLE: Ministries with Children in Small Churches. Design No. 4 **AUTHOR:** Pauline Palmer Meek

DESCRIPTION: Pamphlet

FOR: Director of Christian education; pastor; commission/committee members

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Ministry with Young Adults **AUTHOR:** Lander L. Beal

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of young adult classes

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Mounting Pictures for Classroom Display **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Audio cassette; filmstrip

FOR: Teachers and leaders of all ages

See Category 4, "How to Teach/Lead," for full information.

TITLE: Planning a Learning Sequence
DESCRIPTION: Data module
FOR: Director of Christian education
See Category 4, "How to Teach/Lead," for full information.

TITLE: Planning and Leading Bible Study **AUTHOR:** Roy H. Ryan
DESCRIPTION: Book
FOR: Director of Christian education; pastor
See Category 3, "What Should Be Taught/Learned?" for full information.

TITLE: Planning for Education in the Congregation
DESCRIPTION: Multimedia
FOR: Director of Christian education; pastor
See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Preparing a Lesson Plan: Skill Training for Session Planning **AUTHOR:** George Koehler
DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each
FOR: Teachers and leaders of young adult, adult, and older adult classes; beginning teachers
See Category 4, "How to Teach/Lead," for full information.

TITLE: Resource Booklet: Educational Ministry in the Black Community **AUTHOR:** Willard A. Williams
DESCRIPTION: Book
FOR: Director of Christian education; pastor; commission/committee members; social action leaders
See Category 7, "How Groups Function," for full information.

TITLE: Selecting Learning Experiences Appropriate to Objectives
DESCRIPTION: Multimedia; data module
FOR: Director of Christian education
See Category 4, "How to Teach/Lead," for full information.

TITLE: Storytelling **AUTHOR:** Gertrude Priester
DESCRIPTION: Audio cassette; leader's guide
FOR: Teachers and leaders of pre-school and elementary; beginning teachers
See Category 4, "How to Teach/Lead," for full information.

TITLE: Tailor-Making Your Curriculum
DESCRIPTION: Manual
FOR: Director of Christian education; pastor; commission/committee members
CONTENT: A manual designed to assist congregations in the selection of educational ministry resources.
PUBLICATION DATE: 1976
PUBLISHER: Fortress Press
ORDER: From publisher—2900 Queen Lane, Philadelphia, PA 19129

TITLE: Tape-of-the-Month for Church Teachers

DESCRIPTION: Audio cassette; leader's guide

FOR: Teachers and leaders of all ages; beginning teachers; group leaders; intergenerational leaders; family life educators

See Category 4, "How to Teach/Lead," for full information.

TITLE: Teaching the Bible to Adults **AUTHOR:** Helen Couch

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes

See Category 4, "How to Teach/Lead," for full information.

TITLE: Uses for Flat Pictures in the Classroom **AUTHOR:** Donn P. McGuirk

DESCRIPTION: Audio cassette; filmstrip

FOR: Teachers and leaders of all ages

See Category 4, "How to Teach/Lead," for full information.

TITLE: Using Community Resources

DESCRIPTION: Data module

FOR: Director of Christian education; pastor

CONTENT: A process whereby the user discovers what the resources of his/her community are, where they can be found, and how they can be used. Information sheet, 33 1/3 rpm record and script, eight file folders containing resource material.

PRICE: $3.75

PUBLISHER: Westminster Press

TITLE: Visually Speaking: Using Visual Aids in Teaching Adults **AUTHOR:** Lon A. Speer

DESCRIPTION: Multimedia; audio cassette; and eight worksheets of four pages each

FOR: Teachers and leaders of young adult, adult, and older adult classes

See Category 4, "How to Teach/Lead," for full information.

TITLE: Young Adult Packet

DESCRIPTION: Packet

FOR: Director of Christian education; pastor; commission/committee members; teachers and leaders of young adult classes

See Category 1, "How to Plan for Education in the Congregation," for full information.

TITLE: Youth Leader **EDITOR:** Richard H. Rice

DESCRIPTION: Quarterly magazine

FOR: Director of Christian education; teachers and leaders of junior high and senior high; beginning teachers; group leaders

See Category 4, "How to Teach/Lead," for full information.

TITLE: Young Culture Media-Pac

DESCRIPTION: Subscription

FOR: Director of Christian education; teachers and leaders of junior high, senior high, and young adult classes; beginning teachers

CONTENT: An index folder (mailed monthly) containing five leading publications that interpret young culture and the modern media—*Probe, Mass Media Ministries, Youth Report, Recycle,* and *Music and the Young.* Designed to keep you abreast of trends in youth and young adult ministries with a savings of approximately $20.

PUBLICATION DATE: Current **PRICE:** $22.50 per year

PUBLISHER: Discipleship Resources, Board of Discipleship, United Methodist Church

ORDER: From publisher—P.O. Box 840, Nashville, TN 37202

TITLE: Your Ministries with Senior Highs **AUTHOR:** Sheila Campbell

DESCRIPTION: Book

FOR: Director of Christian education; pastor; teachers and leaders of senior highs

See Category 1, "How to Plan for Education in the Congregation," for full information.

Addresses for Denominational Publishing Houses

American Baptist Churches in the USA
Judson Press
Valley Forge, PA 19481

The American Lutheran Church
Augsburg Publishing House
Minneapolis, MN 55415

The Christian Church (Disciples of Christ)
Christian Board of Publication
P.O. Box 179
St. Louis, MO 63166

Church of the Brethren
The Brethren Press
1451 Dundee Avenue
Elgin, IL 60120

Church of God
Warner Press
P.O. Box 2499
Anderson, IN 46011

Episcopal Church
Seabury Bookstore
815 Second Avenue
New York, NY 10017

Evangelical Covenant Church of America
Department of Christian Education
Resource Center
5101 N. Francisco Avenue
Chicago, IL 60625

Lutheran Church in America
Fortress Press
2900 Queen Lane
Philadelphia, PA 19129

Lutheran Church—Missouri Synod
Concordia Publishing House
3558 S. Jefferson Avenue
St. Louis, MO 63118

Mennonite Church
Mennonite Publishing House
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Scottdale, PA 15683

General Conference Mennonite Church
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United Church Press
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United Presbyterian Church in the U.S.A.
Westminster Press
Witherspoon Building
Philadelphia, PA 19107

United Methodist Church
Abingdon Press

Cokesbury Regional Service Centers

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San Francisco, CA 94102

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1600 Queen Anne Road
Teaneck, NJ 07666

201 Eighth Avenue South
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1910 Main Street
Dallas, TX 75221

Fifth and Grace Streets
Richmond, VA 23261

Other Publishers

National Council of Churches
Friendship Press
475 Riverside Drive, 7th Floor
New York, NY 10027

National Teacher Education Project
The Arizona Experiment
35 E. Wacker Drive
Chicago, IL 60601

Films

Associated Sterling Outlet
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600 Grand Ave., Richfield, NJ 07657
6644 Sierra Lane, Dublin, CA 94566
512 Burlington Ave., La Grange IL 60525
8615 Directors Row, Dallas, TX 75247

ACI Films, Inc.
35 W. 45th St.
New York, NY 10036

EVALUATION OF
A Listing of Teacher/Leader Resources

After you have had some experience using **A Listing of Teacher/Leader Resources,** please fill out the following evaluation. Thank you.

1. How was **A Listing of Teacher/Leader Resources** used? (check)
   ( ) To discover resources for training events (local/regional/state/national)
   ( ) To develop bibliographies
   ( ) To search for a specific kind of resource
   ( ) Before planning publication of a resource
   ( ) Curiosity as to what is available
   ( ) Other (list)

2. Identify the types of persons who used this resource. (check)
   ( ) Pastor
   ( ) Minister of Christian education
   ( ) Church officer
   ( ) Chairperson of board/commission/committee of Christian education: _____ local; _____ regional/state
   ( ) Chairperson for leader education
   ( ) Superintendent/coordinator church school
   ( ) Denominational staff: _____ regional/state; _____ national
   ( ) Other (list)

3. Rate on the scale below how useful you found this resource.

1		5
Not Useful	Useful	Very Useful

4. Would you recommend another edition of **A Listing of Teacher/Leader Resources?**
   ( ) Yes ( ) No ( ) Yes, with the following changes:

Return by March 30, 1977 to:
Task Force on Teacher/Leader Resources
National Council of Churches
475 Riverside Drive, Room 710
New York, NY 10027

Submitted by:
Church/Agency _____

Address _____

_____

SKILLBOOSTER D

READING SKILLS FOR SOCIAL STUDIES

Using Maps, Charts, and Graphs

Regions
Geography
Cultures

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SKILLBOOSTER D

READING SKILLS FOR SOCIAL STUDIES

Using Maps, Charts, and Graphs

Regions Geography Cultures

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Getting the most from your Skillbooster

How do you read a graph? What can you learn from a picture? What is map scale? How can the map key help you? These are some of the important ideas you'll learn about in this Skillbooster. The twelve lessons in this workbook will also help you get better at reading and understanding other books you use to learn about social studies.

Each lesson includes many interesting things to read and some questions to answer. The lessons have lots of pictures and some photographs, too. Studying them carefully can help you learn as you work step-by-step through the lessons and exercises.

By the time you are finished with this workbook, you'll know many new words and ideas, and you will have practiced some important reading skills. Before you get started, take some time to go over the Five Steps to Success shown at the right. They'll help you get the most from your Skillbooster.

Five Steps to Success

1 Every lesson starts off by telling you what you'll learn and do. Pay attention to the words in dark type. Some of these you may not know. If you don't know them, look them up in the Glossary on page 60. Why not keep a notebook with all the new words you have learned?

2 Every lesson has several parts. Each part begins with a question or sentence in large type that tells you what the exercise is about. Skim through the whole lesson before you start, and read all the questions and sentences in large type.

3 Next, read the directions for the exercise you are working on. They will tell you exactly what to look for, and how to mark your answers.

4 Work on the exercise questions. You should be able to answer them from what you've just read. Take your time, and think about each question as you answer it.

5 If it's all right with your teacher, you can check your own work. After you have finished each part, turn to the answer key that starts on page 61. If you miss an answer, correct it right away. Look back at the reading and try to figure out what you forgot, or did not understand. Ask your teacher for help if you need it.

LESSON 1

THE GREAT GRAPHS

In this lesson you will learn that there are many kinds of graphs. You will find out why each graph is useful. Some important words to look for in this lesson are **graph, pictograph, line graph, circle graph, bar graph,** and **data.** 1

PART ONE

2 What kinds of graphs are there?

Graphs are one of the most important types of graphics. They help show a picture of **data.** Data are facts and information. Graphs help show a lot of data in a small space.

Graphs come in many different shapes. Some graphs are in the shape of a circle. They are called **circle graphs** or pie graphs. Other graphs are square or rectangular. They have two lines, or axes. One is the horizontal axis which goes from side to side. The other is the vertical axis which goes up and down.

One type of graph that has this shape is called a **line graph.** Points or dots are placed on the graph and then connected with a line to show the data. A **bar graph** also has a square or rectangular shape. In a bar graph, bars are used to show quantities or amounts of data. The bars on a bar graph can go up and down or across.

Another kind of graph that is like a bar graph is the **pictograph.** The pictograph uses picture symbols in a long strip like a bar to show data.

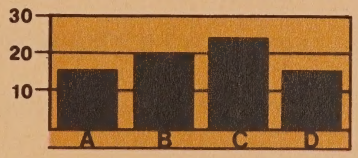
3 ● Match each graph to the picture that shows the graph. Draw a line to connect each graph name with its picture.

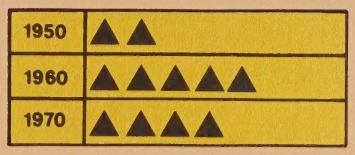
4 1. Circle graph

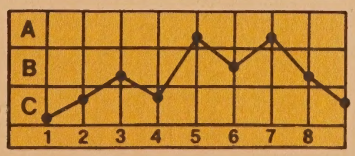
2. Line graph

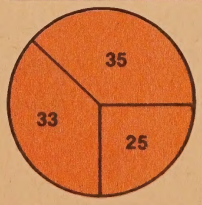
3. Bar graph

4. Pictograph





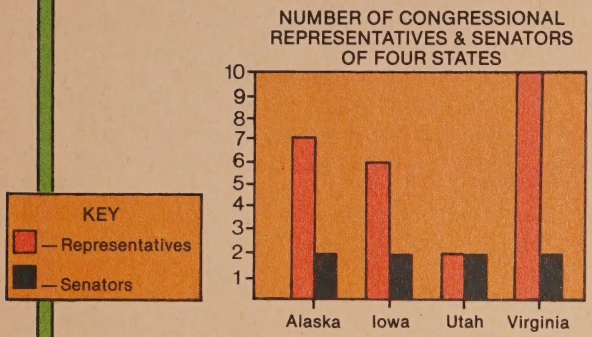


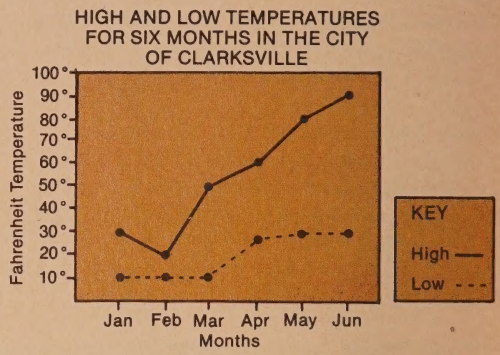


There are six kinds of graphs.

On the first page of this lesson you learned about four kinds of graphs. But there are also two other graphs that are important. These are the **double bar graph** and the **double line graph.** Both of these show more data than single bar graphs and single line graphs do.

- Look at the two graphs below. Write either double bar graph or double line graph on the line under each graph.





1. _____ 2. _____

- Write in the answer or answers to these questions about graphs.

3. How many kinds of graphs have you learned about so far?_____

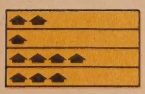
4. What is the name of the graph shaped like a pie?_____

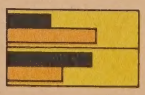
5. What two graphs have you read about that can show more data than other kinds?_____ and _____

6. How is a pictograph different from a bar graph?_____

_____

7. Write the name of the graph on the line under each picture shown below.





A. _____ B. _____ C. _____

Different graphs are good for showing different things.

There are many kinds of graphs because there are many kinds of data. For example, a circle graph is good for showing how a whole is divided into parts. A bar graph is good for showing data that are not related, such as the temperatures of different areas. A line graph can show an idea that continues, such as a temperature change in one place. The line graph on page 4 is a good example of this. A pictograph is most helpful in showing objects that can be easily pictured.

● Write the letter of each graph name on the line beside the description.

A. line graph B. bar graph C. pictograph D. circle graph

1. To show how old several students in your class are, you might use a _____.
2. To show how your heart beat changes as you run faster and faster, you might use a _____.
3. To picture the different kinds of dogs your class has a pets, you might use a _____.
4. To show how Linda spent her whole $5.00 allowance, you might use a _____.
5. To show data about how many people live in areas around yours, you might use a _____.
6. To show the number of lawns you mowed during each week of the summer, you might use a _____.

LESSON 2

USING THE KEY

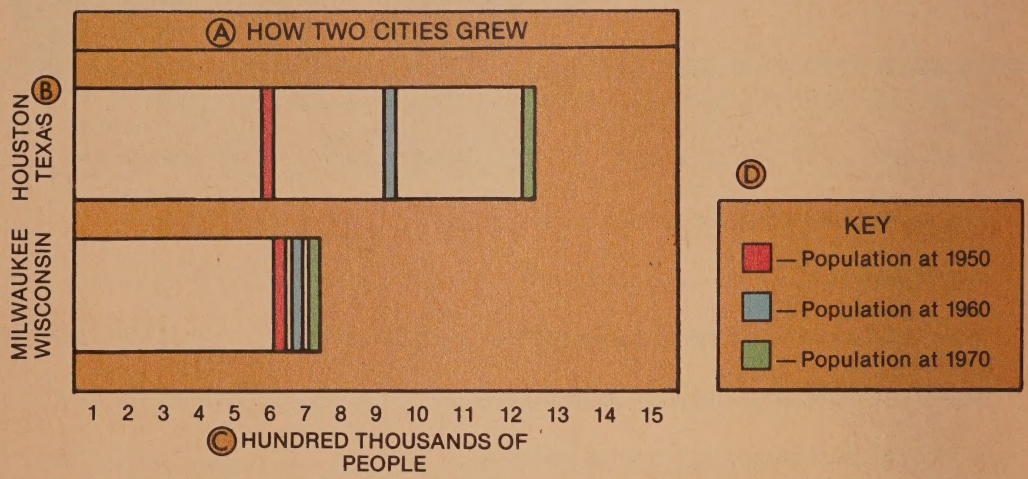
In this lesson you will find out how a graph key can help unlock information. You will be able to use a key to read data. An important word to look for is **symbol.**

PART ONE

How do you use a graph key?

A graph key is like a map key. It tells you what **symbols** on the graph stand for. Without the key, you would not be able to read the graph.

Look at the graph below. It has a key. Use the key to help answer the questions that follow. Use the title and labels, too. Circle the letter of each correct answer.



1. Which one of the large letters on the graph shows where the key is located?

   a. A b. C c. D

2. What does this key tell you?

   a. It tells you what the colors mean on the graph.

   b. It tells you what the numbers mean on the graph.

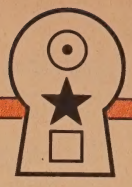
   c. It tells you when the cities began.

3. What does the color red stand for on this graph?

   a. the population in 1950

   b. the population in 1960

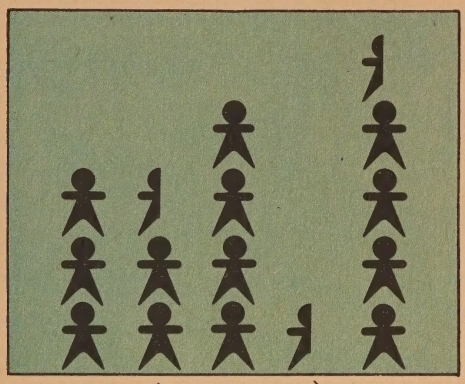
   c. the population in 1970



The key shows what symbols mean on a pictograph.

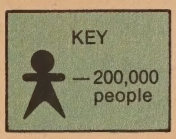
A graph key is very important on a pictograph. Often this is the only place where the symbols are explained. Study the pictograph below. Then answer the questions about it.

Ⓐ POPULATION OF THE FIVE SMALLEST CANADIAN PROVINCES 1975



Ⓑ New Brunswick | New Foundland | Nova Scotia | Prince Edward Island | Saskatchwan

Ⓒ



Circle the letter of the correct answer for each question.

1. Which one of the letters on the graph shows the key?
   a. A b. B c. C

2. What does the graph key tell you?
   a. It tells how many people live in Canada.
   b. It tells how many people each symbol stands for.
   c. It tells which people live in cities.

3. Each figure on the pictograph stands for how many people?
   a. 100,000 people b. 1 person c. 200,000 people

4. About how many people lived in the province of New Brunswick in 1975?
   a. three b. 600,000 c. 300,000

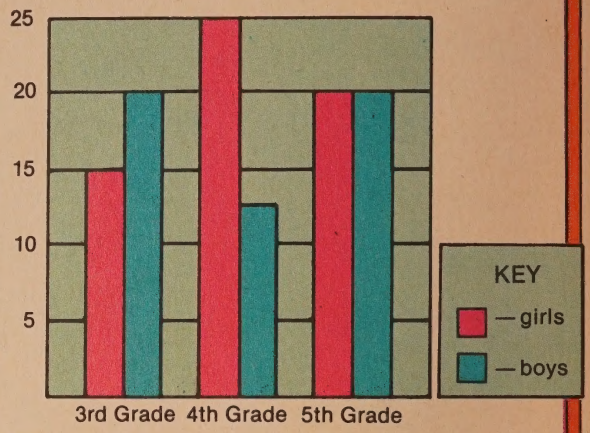
5. If Prince Edward Island shows half of a person, what is its population?
   a. half a person b. fifty people c. 100,000 people

The key shows what symbols mean on bar and line graphs.

Keys are helpful in reading double bar graphs and double line graphs, too. Use the keys on the graphs on the next two pages to help answer the questions about each graph.

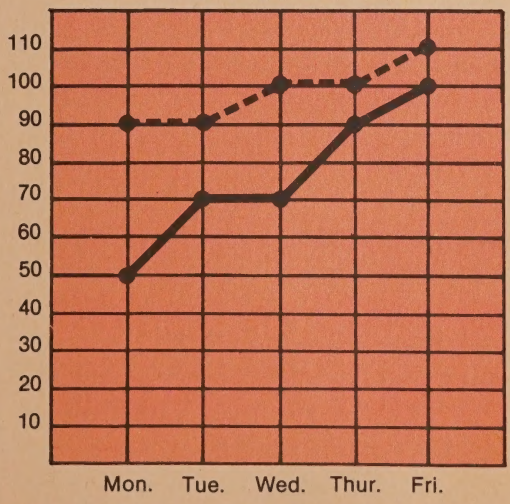
Answer the questions about these two graphs by circling the letter of the correct answer.

1. What color on the key stands for girls?
   a. red b. blue c. black
2. What does the blue color on the key mean?
   a. how many children there are
   b. how many girls there are
   c. how many boys there are
3. Which class has an equal number of boys and girls?
   a. fifth grade b. fourth grade
   c. third grade



POPULATION OF THREE CLASSES AT PETER PIPER ELEMENTARY SCHOOL

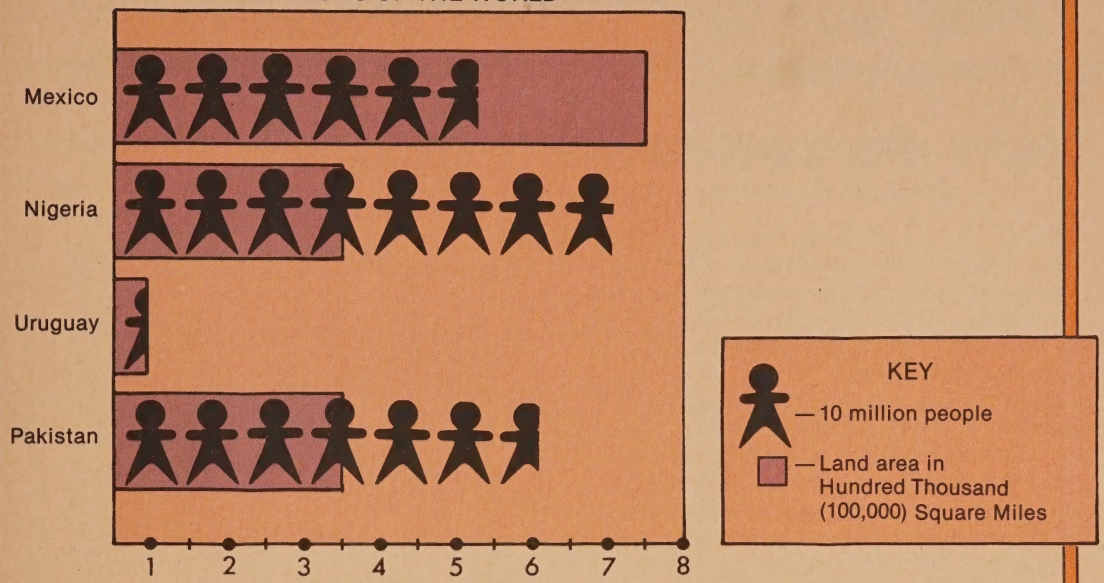
NUMBERS OF SEALS AND BIRDS ON SEAL ISLAND ON FIVE DAYS



4. Which symbol on this graph stands for birds?
   a. 90 b. ——— c. ----
5. What does the solid color line on the graph stand for?
   a. a kind of animal
   b. the number of birds
   c. the day of the week
6. On what day were the most birds on the island?
   a. Monday
   b. Friday
   c. Wednesday

KEY
— Seal
— Bird

POPULATION AND AREA OF FOUR NATIONS OF THE WORLD



Complete each sentence below by using the graph.

7. Each figure of a person on the graph stands for _____ people.

8. Land area on the graph is shown in _____ of square miles.

9. The nation with the smallest number of people is _____.

10. The nation with the largest land area is _____.

11. This symbol stands for how many people? _____

12. The two nations that have about the same land area are _____ and _____.

13. The nation with the largest population is _____.

14. The part of the graph which explains the symbols is called the _____.

LESSON 3

GRAPHS CAN BE A SNAP

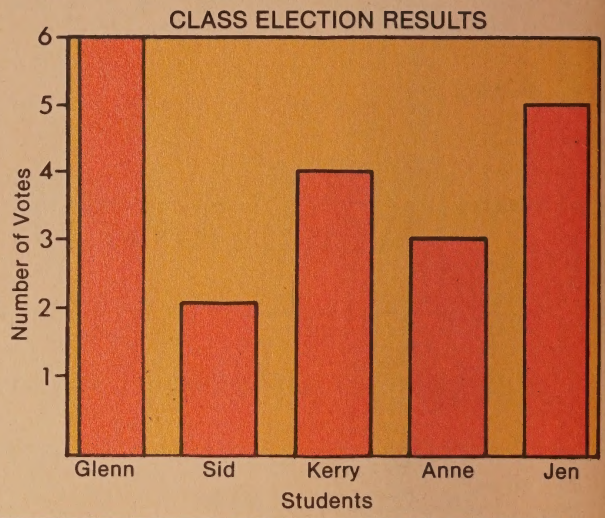
In this lesson you will find out how to read all kinds of graphs. You will practice reading graphs. Some important words to look for are **labels, titles,** and **axes.**

PART ONE

How do you read a graph?

When you read a graph you read a picture with data on it. You usually read only a few words, but every word is important. You often read numbers, too. Sometimes there is a key for the graph. You read it to get the basic data the graph shows.

Read the bar graph to the right. It is a simple one. It shows the number of votes several students got in an election for class president. To find the votes a student got, find the student's name at the bottom of the graph. Trace the student's bar upward with your finger. Then move your finger straight across to the left to read the number of votes.



Circle the correct answer to each question.

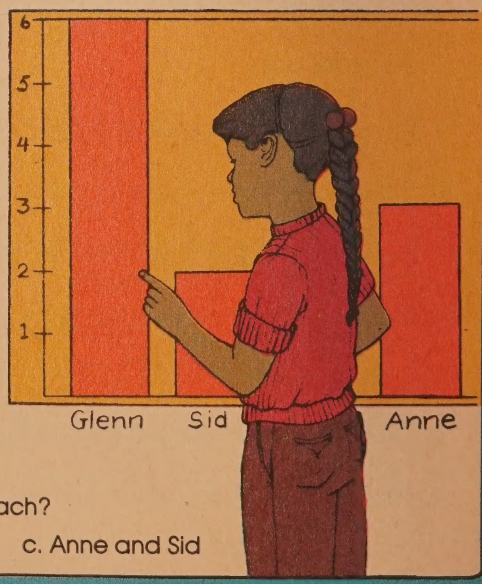
1. How many votes did Glenn get?
   a. 5 b. 6 c. 2

2. How many votes did Sid get?
   a. 1 b. 3 c. 2

3. How many votes did Anne get?
   a. 3 b. 4 c. 5

4. Which one of the students got the most votes?
   a. Glenn b. Kerry c. Jen

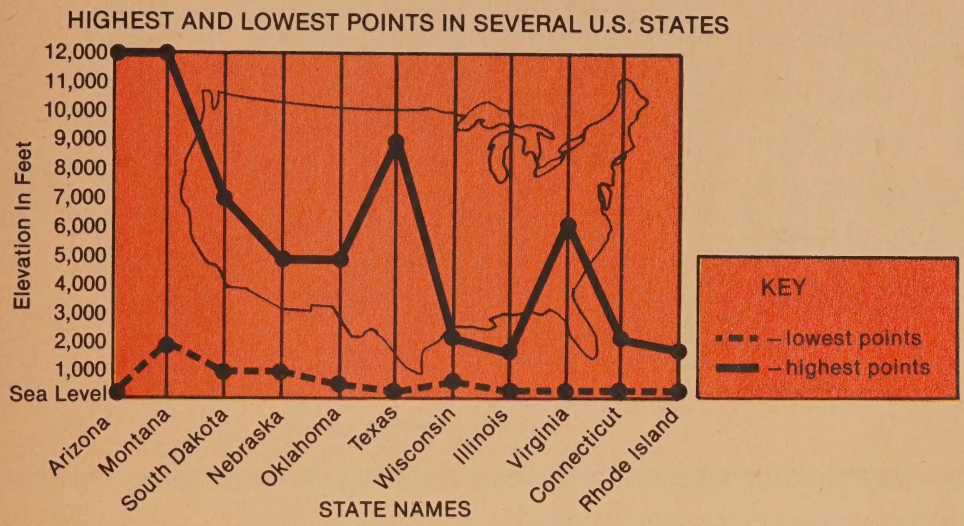
5. Which two students got fewer than four votes each?
   a. Kerry and Jen b. Sid and Glenn c. Anne and Sid



The parts of a graph will help you to read it faster.

A graph's title and labels help you get quick information from any graph. The graph **title** almost always tells the main idea of the graph. Graph **labels** help you find information on the **axes.**

Study this double line graph. It contains a lot of information. Use the data to answer the questions about the graph.



1. Which part of the graph helps you find the lowest points for each state?
   a. the title b. solid line c. dotted line

2. What two states had the highest point shown on the graph?
   a. Arizona and Illinois b. Arizona and Montana c. Montana and Texas

3. What was the lowest elevation that any state had?
   a. 2,000 feet b. 1,000 feet c. sea level

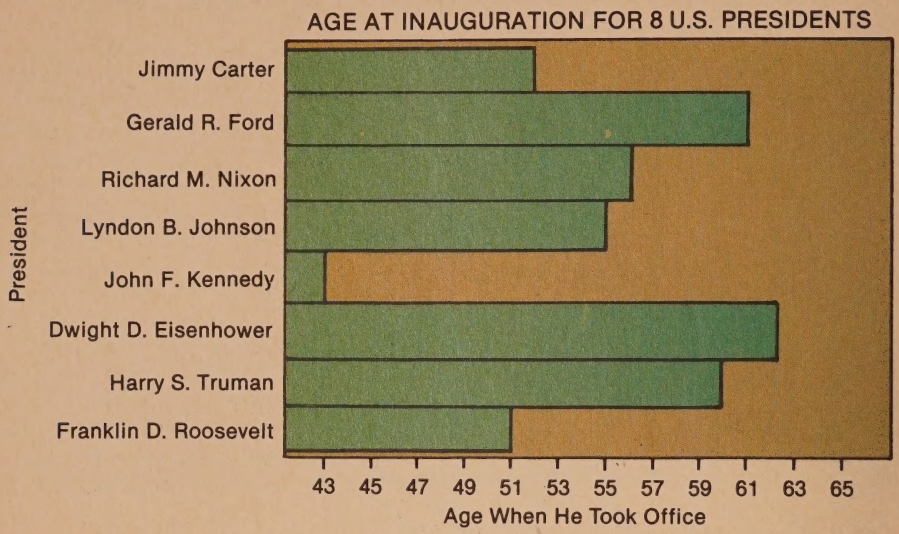
4. Write the names of four states whose highest points were between 5,000 and 9,000 feet.

   _____ _____

   _____ _____

Using both axes makes you a good graph reader.

It is important to use both axes when you read a graph. Find a point on one axis, then follow that point to where it runs into the other axis. Try this on the graph below. Sometimes you will read the vertical, up and down, axis first. For other questions you will read the horizontal, sideways, axis first. For a few questions you will look at the bars themselves first.



Circle the correct answer for each question.

1. How old was Harry Truman when he took office?
   a. 51 b. 60 c. 62

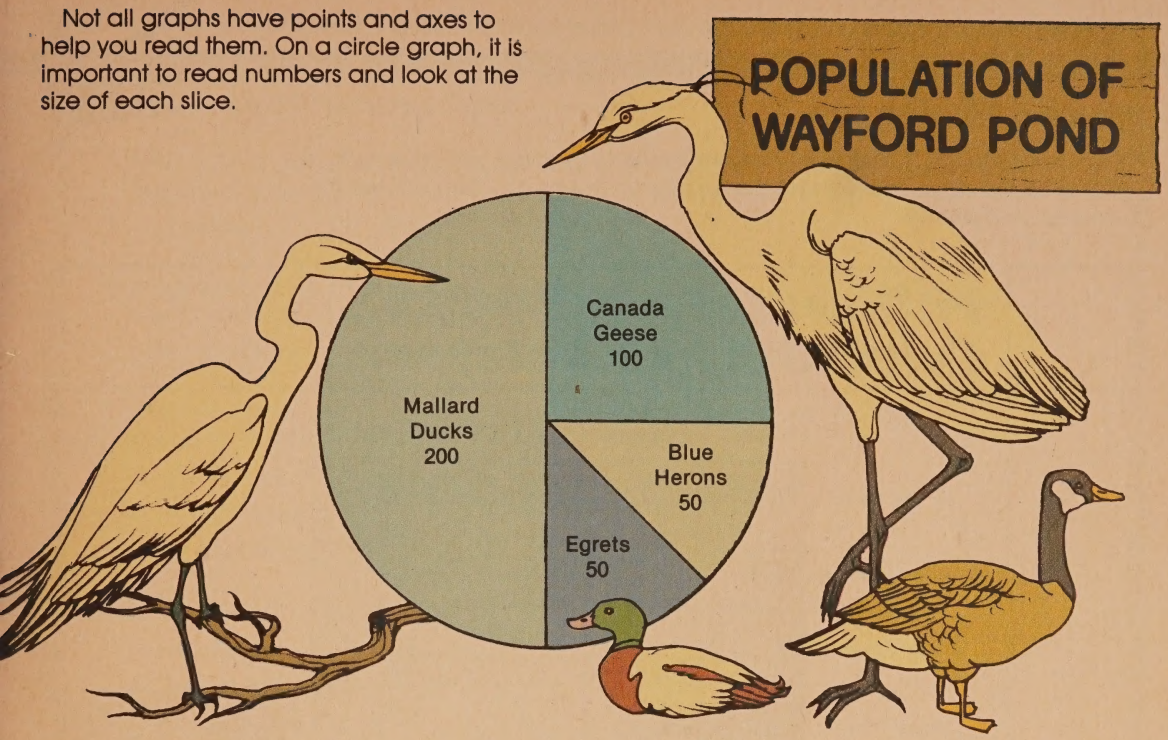
2. How old was Lyndon Johnson when he took office as President?
   a. 56 b. 43 c. 55

3. Which one of these United States presidents was the youngest when he took office?
   a. Roosevelt b. Nixon c. Kennedy

4. Which President was 61 years old when he took office?
   a. Ford b. Eisenhower c. Roosevelt

5. Which President was the oldest when he took office?
   a. Ford b. Eisenhower c. Truman

Not all graphs have points and axes to help you read them. On a circle graph, it is important to read numbers and look at the size of each slice.



● Circle or write in the correct answer for each question.

6. What is this graph about?
   a. The number of people who live near a pond.
   b. The migration of Canada geese.
   c. The number of birds living on Wayford Pond.

7. How many mallard ducks does the graph show?
   a. 200 b. 100 c. 50

8. How many blue herons are shown living at Wayford Pond?
   a. 200 b. 100 c. 50

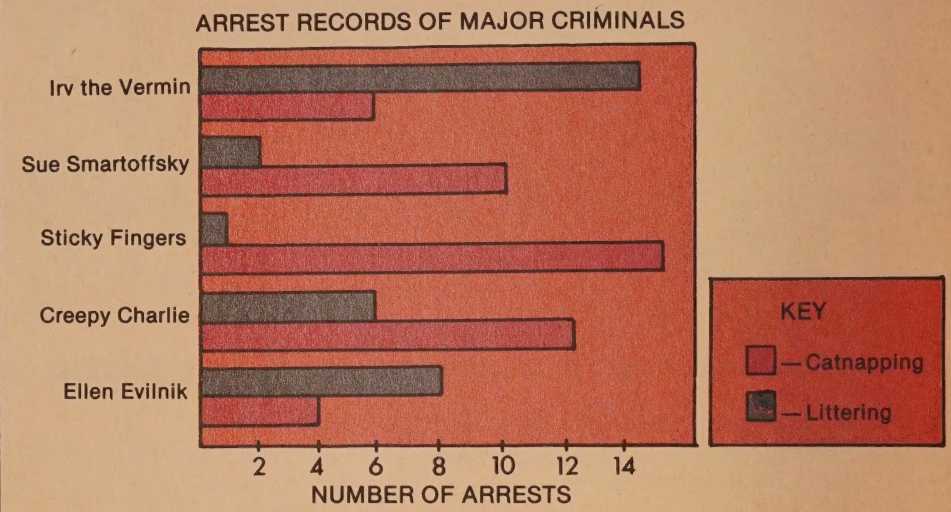
9. What two kinds of birds have equal populations?
   a. mallards and Canada geese
   b. egrets and blue herons
   c. blue herons and mallards

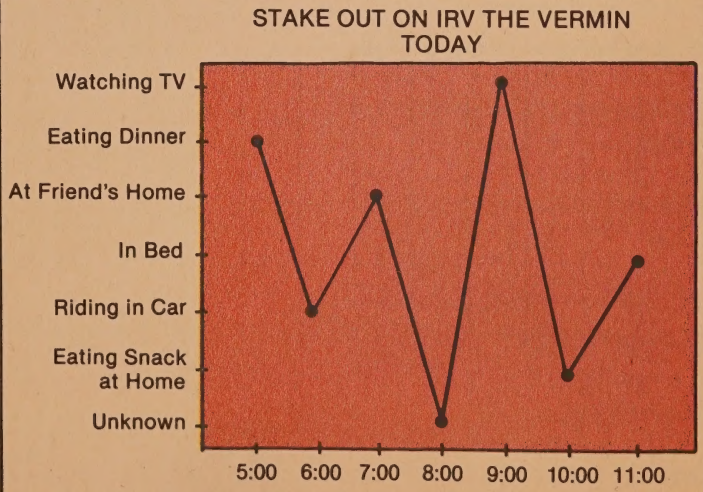
10. What kind of graph is shown on this page? _____

Finding facts is fun.

Finding all the interesting facts that are stored in a graph can be fun. Try to uncover all the mysterious facts in the graphs on this page. Then answer the questions on page 15.

Millicent Magnificent's Crime Stopper Notebook





Use the clues from the graphs to help Millicent find the criminals she is looking for. Circle the letter of the correct answer.

1. Millicent just got a call on her police radio. She was asked for the number of times Sue Smartoffsky has been arrested for littering. What should Millicent answer?

   a. 10 times b. 2 times c. 1 time

2. A prize cat was just taken from Madame Larue's. Which one of the five suspects would Millicent probably check out first?

   a. Irv the Vermin b. Ellen Evilnik c. Sticky Fingers

3. Litter was seen being dropped today at 7:00 on the Interstate Highway. Could Irv the Vermin have committed this crime?

   a. Yes, he was in his car.

   b. No, he was at a friend's house.

   c. It is impossible to tell.

4. At 10:00 a cat was napped. What was Irv the Vermin doing at that time?

   a. watching T.V.

   b. riding in his car

   c. eating a snack at home

5. The mayor of Sludge Pot found litter in his yard. Which two suspects would Millicent want to question first?

   a. Irv and Ellen

   b. Sticky and Creepy

   c. Sue and Sticky

6. A catnapping caper was discovered around 8:00 today. Millicent caught Creepy Charlie at the scene of the crime. Charlie said Irv the Vermin had helped with the catnapping. Could Charlie have been telling the truth?

   a. yes b. no c. don't know

7. Irv was asked to take a lie detector test. When asked where he was at 11:00 today, he said that he was in bed. Was Irv telling the truth according to the Stake Out Report?

   a. yes

   b. no

   c. can't tell

LESSON 4

GETTING BIG IDEAS FROM GRAPHS

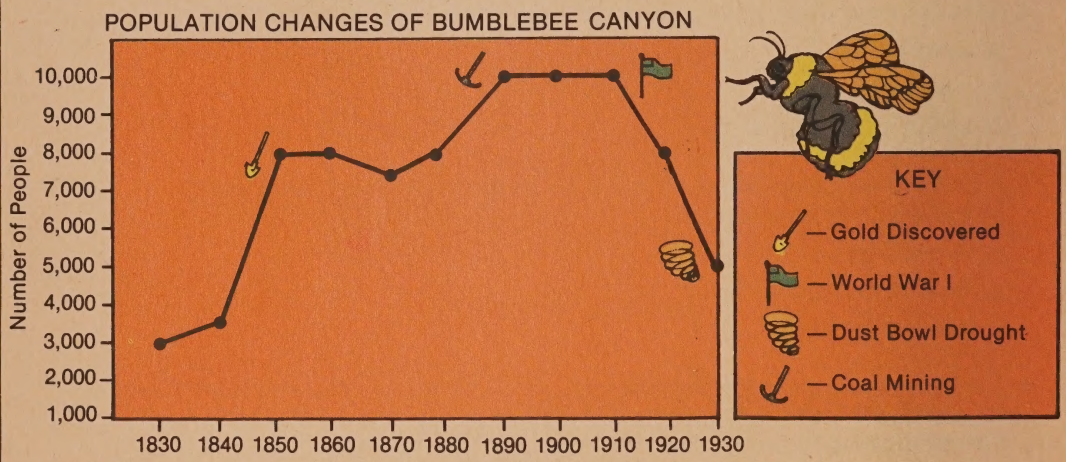
In this lesson you will learn how to get more ideas from graphs. You will practice using data on graphs and learn the meaning of the word **interpret.**

PART ONE

What do you do with the facts from graphs?

Getting the facts from a graph by reading it is important. After finding the facts, you need to think about how they work together to tell a bigger story. In this way you can **interpret** the meaning of the graph.

Read the graph below. Then complete the sentences to show the bigger story the graph has to tell. One is already done for you.

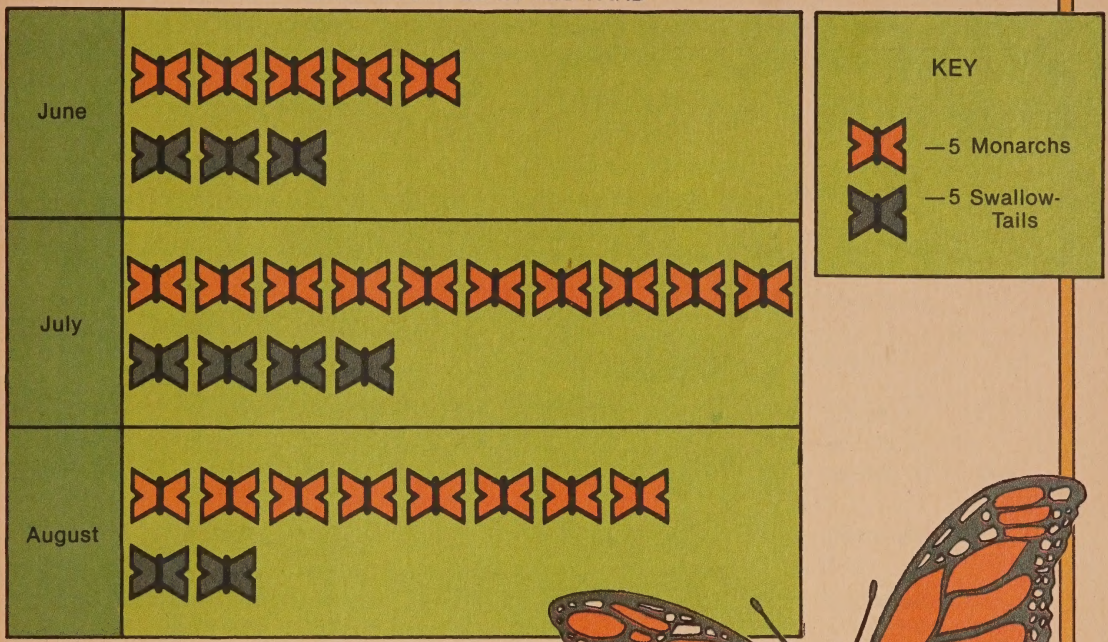


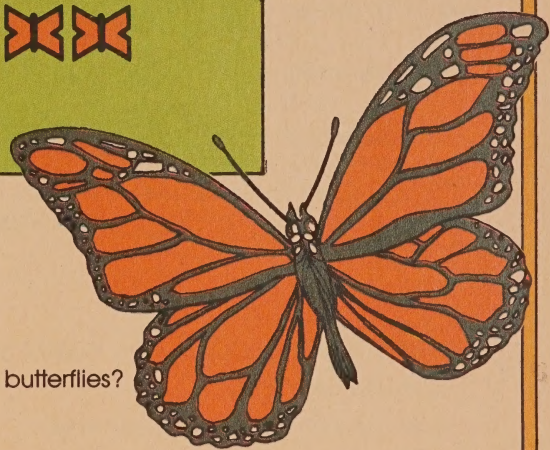
Story of a Population

The population of Bumblebee Canyon increased and then _____ from 1830 to 1930. The peak of the growth was reached in _____. The population was then _____ people. This large population was needed because of the _____ industry. But even before 1890, the population made a large jump in _____ when _____ was discovered in the canyon. The population was steady from 1890 to _____. But it began to fall when _____ took many men from the area. After the war the event known as the _____ caused the population to continue to decline even more.

In the story of Bumblebee Canyon you looked at all the data to form general ideas. Practice your skill at this by answering the questions about the graph below.

BUTTERFLIES ROBIN COUNTED IN HIS YARD



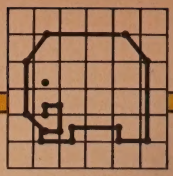


Circle the correct answer for each question.

1. During what month did Robin find the most butterflies?
   a. June b. July c. August

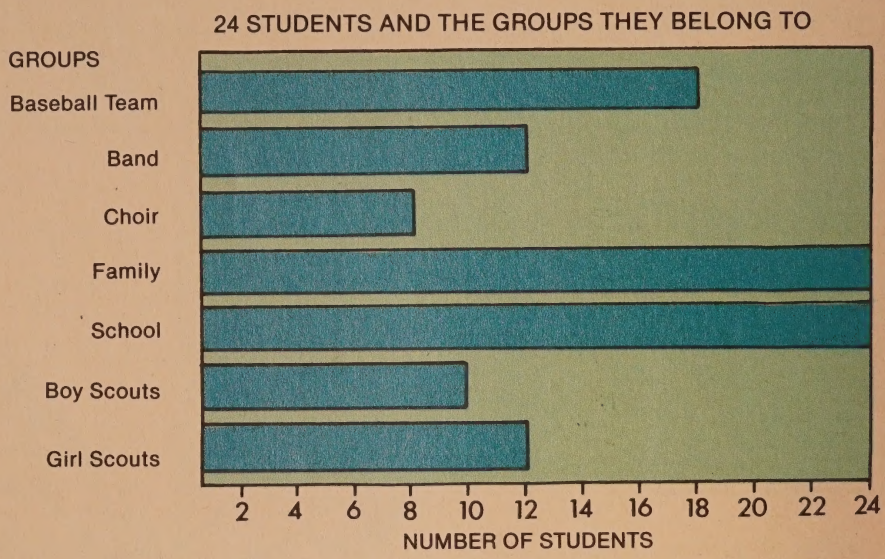
2. What did Robin learn about the two kinds of butterflies?
   a. The butterflies increase all through the summer.
   b. The butterflies increase and then decrease in the summer.
   c. The butterflies decrease all through the summer.

3. Which statement below is true?
   a. There are always fewer monarchs.
   b. There are always an equal number of butterflies.
   c. There are always fewer swallowtails.



Facts can be put together to show bigger ideas.

There are many facts on this bar graph. Putting the facts together can help us answer different kinds of questions. Look at the graph below. Answer the questions about the graph by circling the correct answer.



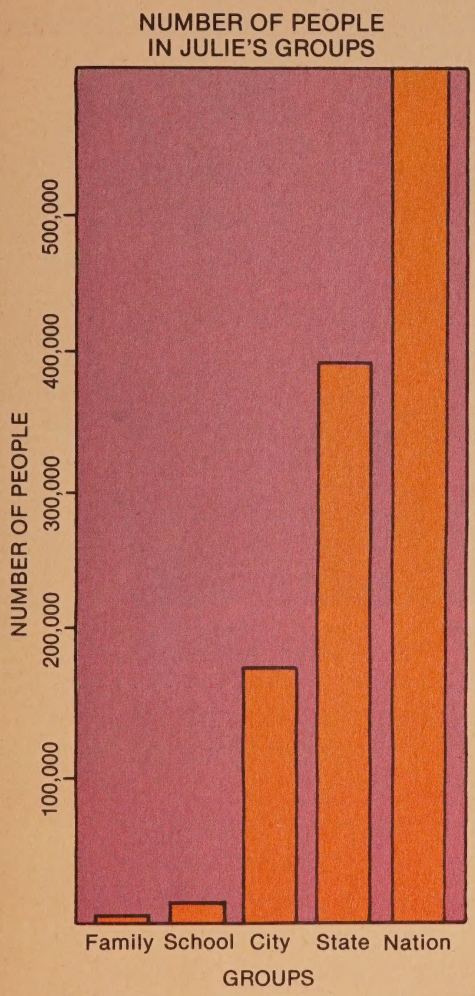
1. To what two groups does every student belong?
   a. school and family
   b. Boy Scouts and the baseball team
   c. band and choir

2. How many groups does each student belong to?
   a. one b. two c. several

3. Which group seemed the least popular among the students?
   a. band b. choir c. Boy Scouts

4. How many of the students went to scouting groups?
   a. 10 b. 12 c. 22

Now study this graph about Julie's groups. Use it to answer the next three questions.



5. What can you say about Julie's family and school from looking at this graph?
   a. They have few people in them.
   b. They have many people in them.
   c. They grow rapidly in size.

6. What do you know about larger groups like states and nations from looking at this graph?
   a. They have few people in them.
   b. They have many people in them.
   c. They are the most important groups.

7. How can you summarize this graph in words?
   a. It shows that people need all groups, but especially the small groups that give happiness and security.
   b. It shows that large groups are more powerful than small groups.
   c. It shows that Julie belongs to many groups. Each group is larger than the last and includes the ones that come before it.

Complete the sentences by writing in the correct word or words from the list below.

graphs facts explain bigger ideas

8. Facts on a graph can be put together to show _____.

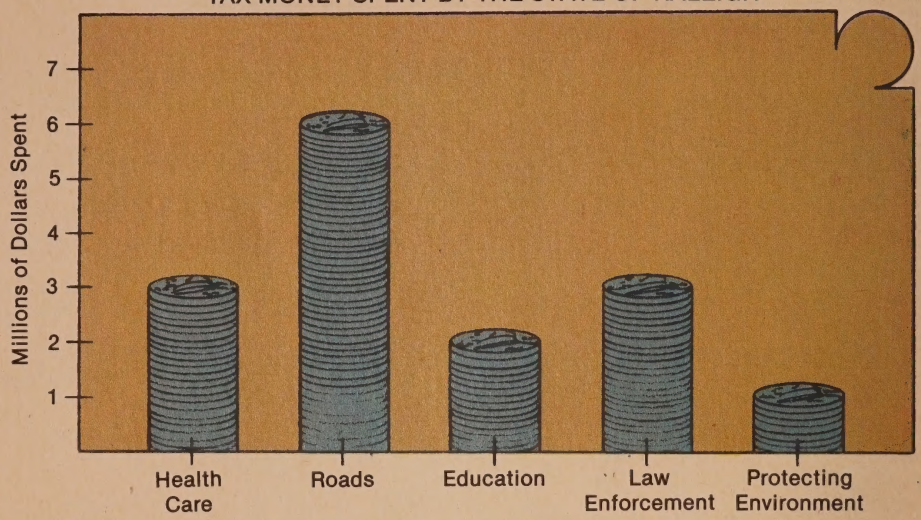
9. All of the _____ on a graph help to tell an important story.

10. When you interpret a graph, you _____ what the data tells you.

Finding the bigger idea helps you use a graph in more ways.

Sometimes a graph helps us prove a point. Study the pictograph below. Then answer the questions.

TAX MONEY SPENT BY THE STATE OF RALEIGH



1. Complete the sentence below.

   By looking at this graph, you might say that _____

   are most important to Raleigh and _____

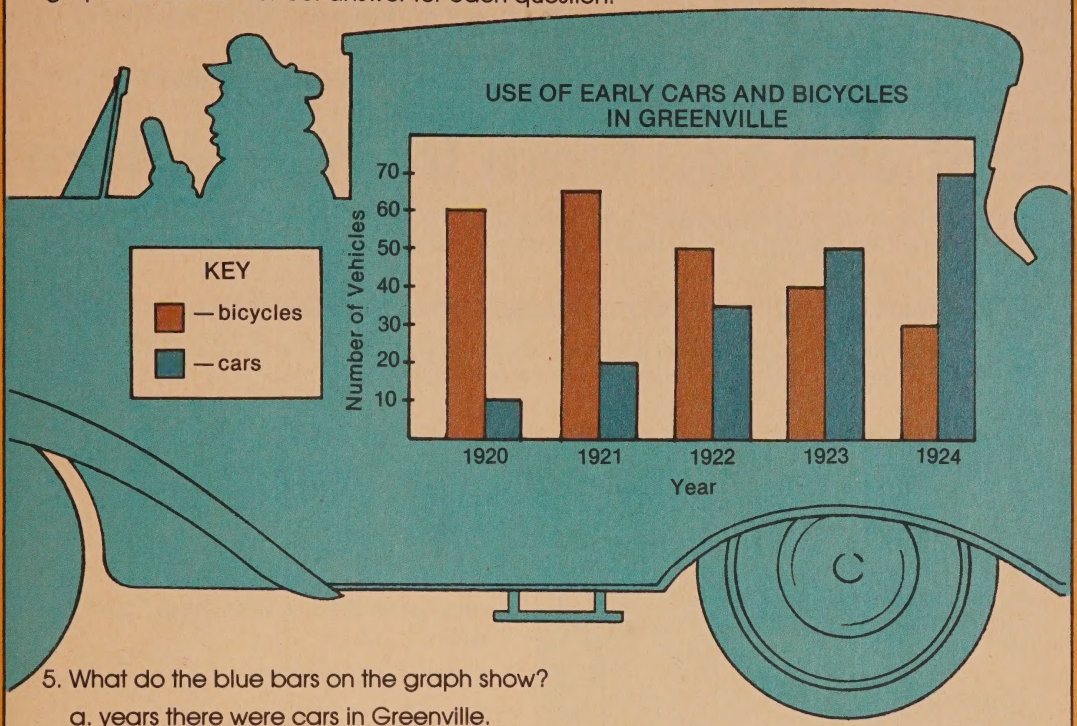
   is the least important.

2. Raleigh spends an equal number of tax dollars on what two items?
   a. health care and law enforcement
   b. education and protecting the environment
   c. roads and health care

3. How many more tax dollars are spent on roads than on law enforcement?
   a. two million b. six million c. three million

4. Which one of these people could use this graph to prove their point?
   a. A road builder who wants more roads built in the state.
   b. A teacher who wants to show that more money should be spent on education.
   c. A police officer who wants to show that crime is increasing.

Practice all your skills with graphs now. Answer the questions about this double bar graph. Circle the correct answer for each question.



5. What do the blue bars on the graph show?
   a. years there were cars in Greenville.
   b. bicycles in Greenville from 1920 to 1924
   c. cars in Greenville in 1920

6. What happened to the automobile population of Greenville from 1920 to 1924?
   a. It decreased from 60 to 30.
   b. It increased from 20 to 70.
   c. It increased from 10 to 70.

7. What relationship does the graph show between cars and bicycles?
   a. As cars got larger in size, bicycles got smaller.
   b. As more cars were used, fewer bicycles were used.
   c. As cars went longer distances, so did bicycles.

8. Which one of these points of view could the graph help to support in the 1920's?
   a. "We need more streets than bike paths for 1925."
   b. "Cars are a trouble. Let's get rid of them."
   c. "Bicycles provide better exercise than cars do."

LESSON 5

JUST PICTURE THIS!

In this lesson you will find out how much pictures can tell us. You will practice finding details in pictures. Some important words to look for are **picture, details,** and **caption.**

PART ONE

What can you learn from a picture?

Someone once said, "A **picture** is worth a thousand words." That person meant that a picture shows you many ideas. You do not have to read many words to get the idea.

Study the picture below. Try to find as many details as you can in the picture. **Details** are specific facts. Circle the correct answer for each question.

1. What is the building in the picture like?
   a. It is very simple.
   b. It is highly decorated.
   c. It is plain and dull.

2. What is the area outside the building like?
   a. walks and gardens
   b. pools and fields
   c. benches and streets

3. What are the people in the picture wearing?
   a. long, light colored clothing
   b. short dresses and trousers
   c. long, draped clothing

4. What kind of artwork do you see in this picture?
   a. paintings b. statues c. pottery

5. What kind of body decoration do the people wear?
   a. hats b. make-up c. jewelry

The words under pictures are called **captions.** They sometimes give you more clues to a picture's meaning. A caption may help you understand some of the details in a picture.

● Study the pictures below. Use the captions to help you answer some of the questions about each picture. Write in or circle the answer to each question.

6. What is the woman in the picture doing?
   a. reading a book
   b. eating an ice cream cone
   c. doing a crossword puzzle

7. What is one detail that tells you this picture was taken in modern times?

   _____

SUNDAY IN PARIS

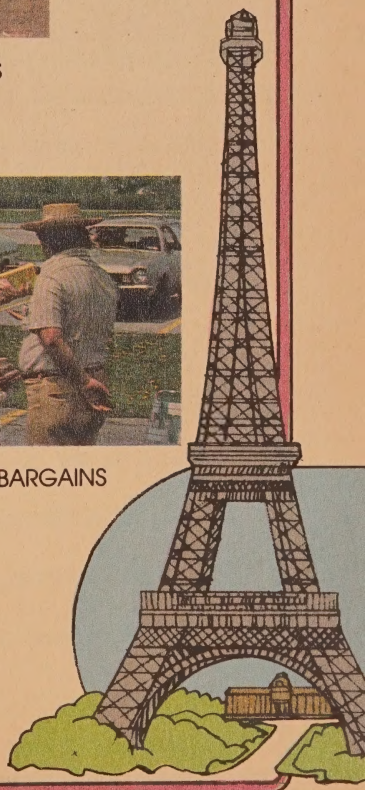
8. What city is shown in this picture?
   a. New York
   b. London
   c. Paris

9. What do you think a flea market is?
   a. a place where cars are sold
   b. a market for fleas
   c. a place where used household items are sold

10. What is the man with the glasses doing?
    a. trying to find a bargain
    b. talking to the woman
    c. paying the man in the hat

11. Why is the woman smiling?
    a. The man in the hat is paying her money.
    b. She just bought a car.
    c. She just found a good bargain.

FLEA MARKET BARGAINS



Pictures can show many ideas in one small space.

You may be able to learn a lot about a culture and its customs from looking at a picture. Study the picture below. Look for all the details about African life that can be found.

Complete the sentences below by looking at the picture and writing the correct word or phrase from the list in each blank. Some words or phrases will not be used.

herding cattle	long pole	long sharp horns
grasses and bushes	loose robes	thin and sickly
shovel	small	suits

1. In this hot dry area, only _____ grow well.
2. The people make a living by _____.
3. The herds are _____ in number.
4. The people use a _____ as a tool.
5. The land is poor so the cattle are often _____.
6. The people must move carefully because of the _____ _____ on the cattle.
7. These people wear _____ for clothing.

Sometimes an artist creates a picture to describe a place or time. Study this picture. Look for all the clues the artist gave you about the period of time shown.

● Answer these questions below about the picture.

8. In what time period would this scene have happened?
   a. war times
   b. frontier times
   c. modern times

9. List at least six tools you can find in this picture.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

10. What is the person who is standing doing?
    a. He is showing two birds he has killed.
    b. He is throwing birds into the fire.
    c. He is asking for something to drink.

11. How are the people traveling?
    a. by boat b. on horseback c. by wagon

12. What are three things the people are using the fire for?

    1. _____
    2. _____
    3. _____

13. How many people are shown in this picture?
    a. four b. five c. six

LESSON 6

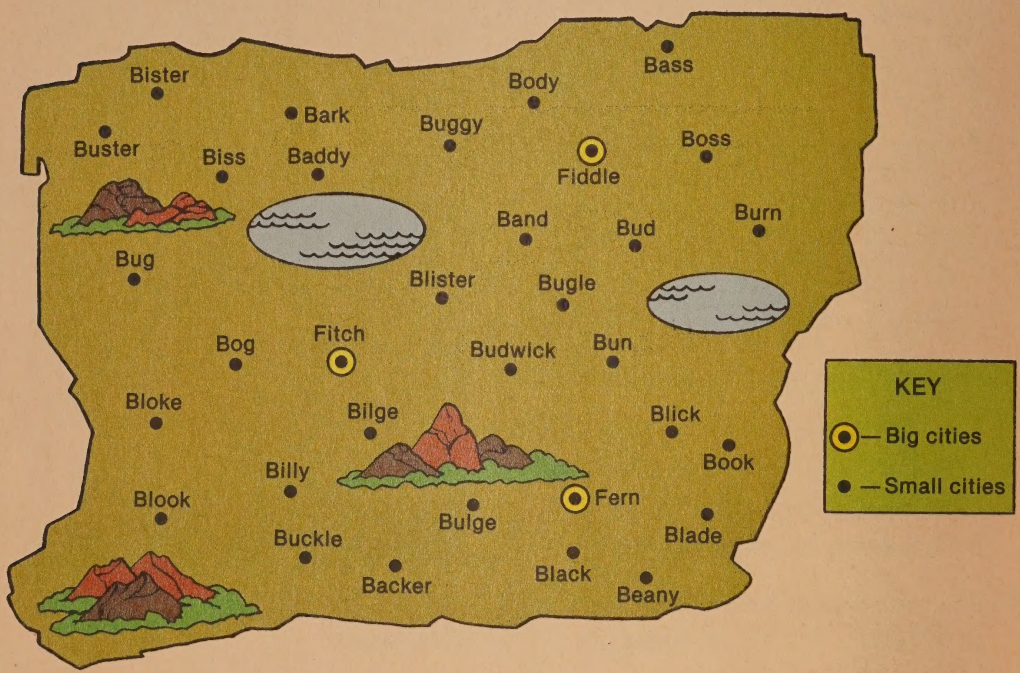
MAP WORDS

In this lesson you will learn some easy ways to find places on a map. You will practice finding places and using the new words **trial and error** and **location.**

PART ONE

How do you tell where something is located?

Try to find the city of Bulge on this map.



Without any help, Bulge is hard to find. You must use **trial and error.** Trial and error means simply that you look and look until you find the right city. But, suppose you wanted to help someone find Bulge quickly. Words that describe places can help. For example, you might tell where the city is compared to another city that is easier to see.

● Circle the correct answer.

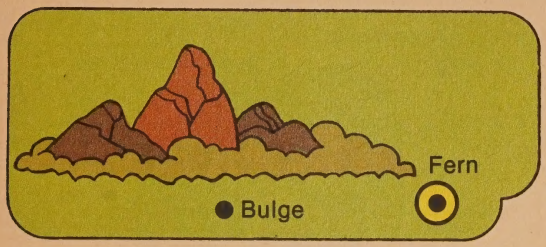
1. The city of Bulge is near the big city called _____.

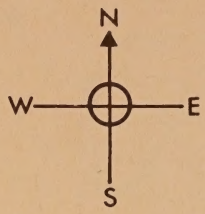
a. Fern b. Fiddle c. Fitch

Certain words help us locate places fast.

Words such as near, close to, beside, and under can help you tell a friend how to locate a place. A **location** is a place where something is found.

Using direction words can help you be clear and specific, too. For example, you can say that Bulge is "west of the big city called Fern." West of means on the side toward the direction west. By looking west of Fern, your friend can locate Bulge without guessing.





● Use the map on page 26 to answer these questions. The compass rose will help you.

1. What city on the map is south of the big city called Fern?
   a. Bun b. Blick c. Black

2. What city would you find east of the big city called Fiddle?
   a. Boss b. Bud c. Body

3. Which one of these cities is near the big city of Fitch?
   a. Bud b. Blister c. Blick

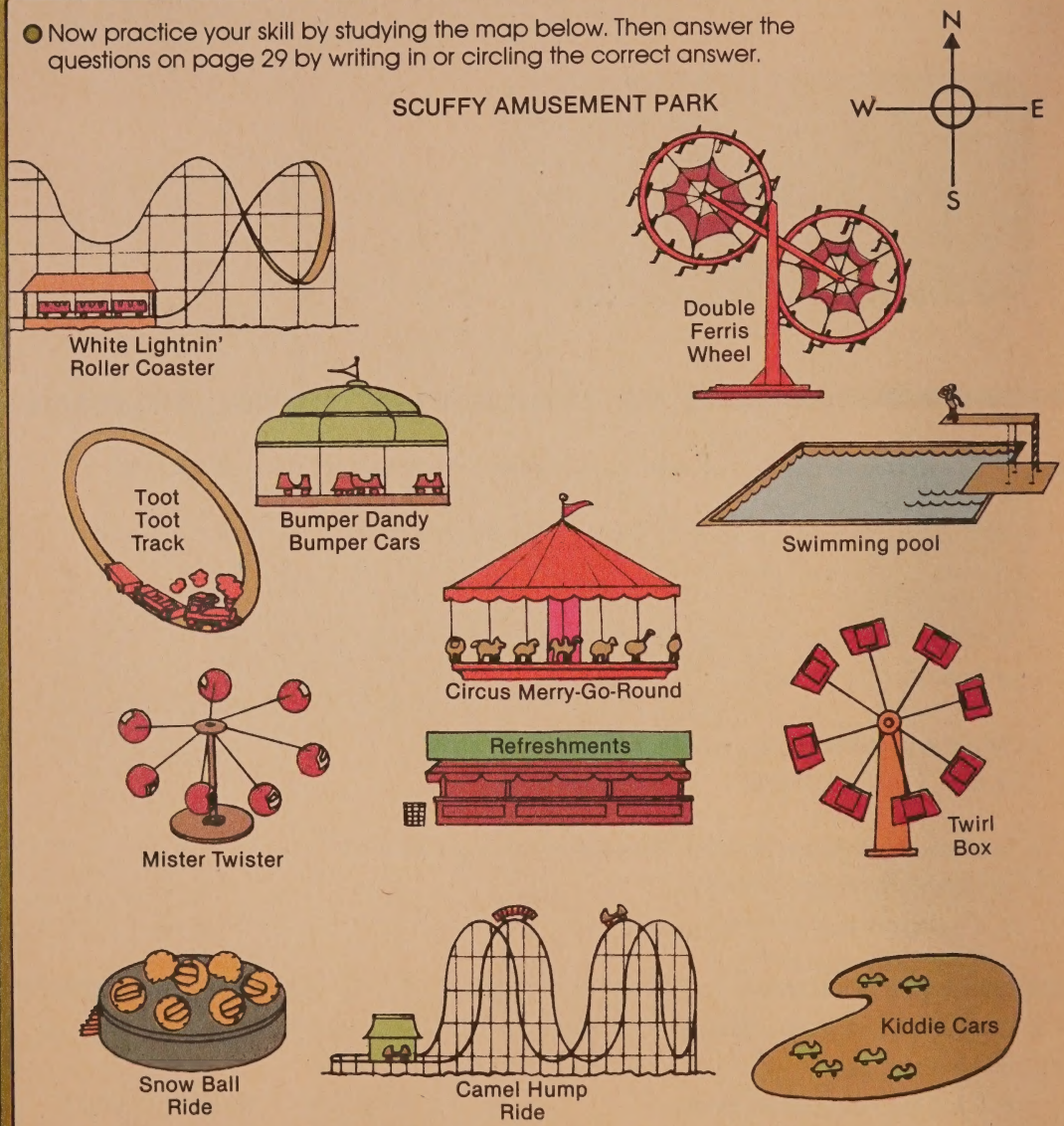
4. How would you tell someone where the city of Bog is located?
   a. It is straight south of Fiddle.
   b. It is straight east of Fern.
   c. It is straight west of Fitch.

5. What is the best way to tell someone where the city of Fern is located?
   a. It is near Book.
   b. It is a big city south of Fiddle.
   c. It is a long way from Fitch.

Direction words describe the location of a place compared to another place.

In this lesson so far, you have learned a fast way to find places. Direction words save time when using a map.

● Now practice your skill by studying the map below. Then answer the questions on page 29 by writing in or circling the correct answer.



1. You are in the middle of the park at the refreshment stand. What direction is the Circus Merry-Go-Round from you?

   a. north b. west c. south

2. Your brother has gone to ride the Camel Hump. How can you tell where he is compared to you at the Refreshment Stand?

   a. He is west of me. b. He is south of me. c. He is east of me.

3. There used to be a ride called Big Jump north of the swimming pool. What is there now?

   a. Merry-Go-Round b. Refreshment Stand c. Double Ferris Wheel

4. Which one of these rides is found near the Twirl Box?

   a. Mister Twister b. White Lightnin' c. Kiddie Cars

5. What ride is beside the Toot Toot Track?

   a. Snow Ball b. White Lightnin' c. Bumper Dandy Bumper Cars

6. The Snow Ball is west of what ride? _____

7. If you walked east from the Refreshment Stand, where would you be?

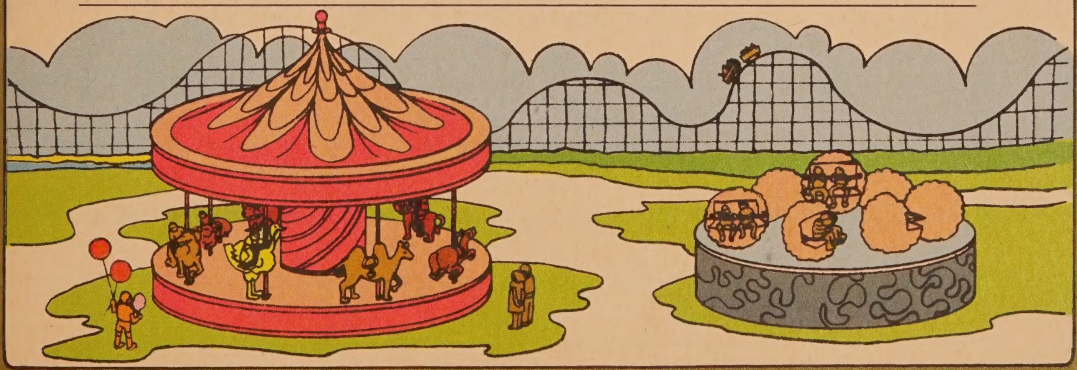
   _____

8. Draw a short line with an arrow on it straight north of the Circus Merry-Go-Round.

9. Draw a ride you would like to add to the park above the arrow you drew in number 8.

10. What do direction words tell us about location on a map?

    _____



LESSON 7

THE EIGHT DIRECTIONS

In this lesson you will learn to locate the eight different directions on a map. You will practice using them to find places on maps. Phrases you will need to know are **cardinal directions** and **intermediate directions.**

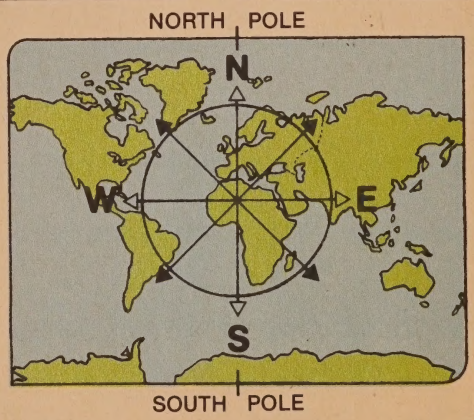
PART ONE

What directions fall between north, east, south, and west?

The four main directions on a map are north, east, south, and west. They are called **cardinal directions** and are the four most important ones. But there are four other directions, too. They are northeast, southeast, southwest, and northwest and are called **intermediate directions.** Each intermediate direction falls between two cardinal directions. Northeast, for example, falls between north and east.

● Look at the map below. The cardinal directions are given. Write the intermediate direction names on each line. Use the words below the map to fill in the blanks.

1. a. _____ b. _____



c. _____ d. _____

Southwest Northwest
Southeast Northeast

2. The four main directions are called _____ directions.

3. The directions that come between the four main directions are called

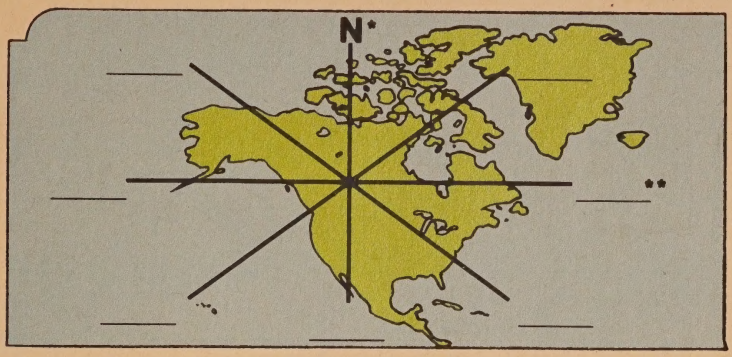
_____.

Intermediate directions are useful tools.

The eight directions give us more ways of telling where things are found on a map. The intermediate directions help us be more specific when the four main directions are not enough.

● Follow the directions to answer the questions below.

1. On this unfinished map of North America, fill in the directions on the compass rose. Use the symbols given below.

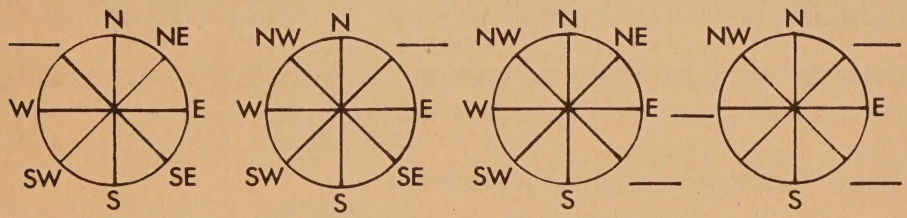


South-S
East-E
West-W

Southeast-SE
Northeast-NE

Northwest-NW
Southwest-SW

2. Complete each compass below by filling in the missing letter or letters. Use the same symbols you used in number 1.



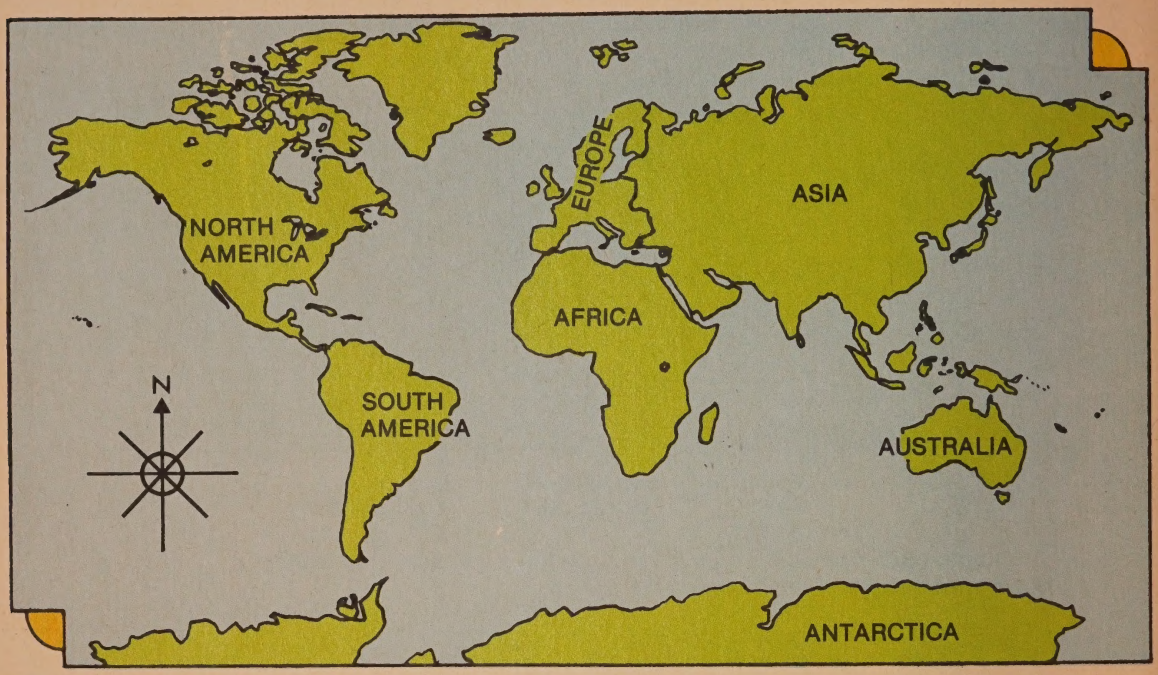
3. The direction opposite northwest is _____.

4. The direction opposite southwest is _____.

5. What direction do you go on this map if you travel from the single star to the double star? _____.

The eight main directions can help you find places on any kind of map.

If you know the eight directions, you can find your way on many maps. On this page and the next you will see several types of maps. Use what you know about directions to answer the questions about them.



● Write in or circle the correct answer for each question on this page and the next.

1. Write in the directions not given on the compass rose.

2. What land area is located in the northwestern corner of the map?
   a. North America b. South America c. Asia

3. What island continent is located in the southeastern corner of this map?
   a. Asia b. South America c. Australia

4. What land is directly east of South America?
   a. Asia b. Australia c. Africa

5. If you traveled through the Rocky Mountains from the lower part to the upper part, what direction would you have traveled?

   a. southward

   b. northward

   c. westward

6. What direction lies between east and south on a compass rose?

   a. west

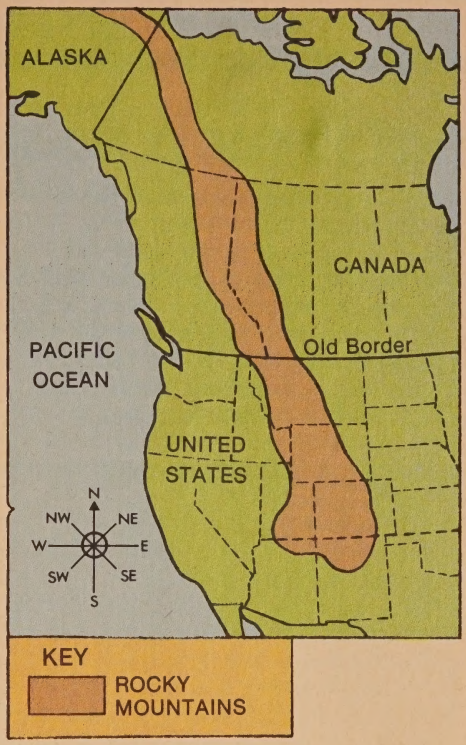
   b. eastsouth

   c. southeast

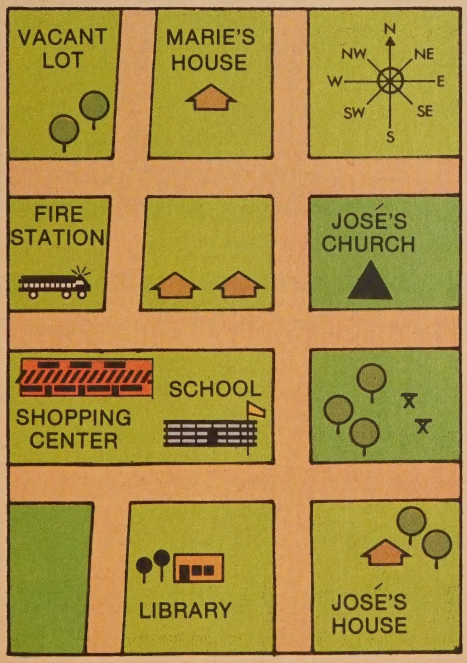
7. If you traveled from the old U.S.—Canadian border to the westernmost part of Alaska, what direction would you have traveled?

   a. north b. west c. northwest

ROCKY MOUNTAIN REGION



JOSÉ'S NEIGHBORHOOD



8. What direction would Marie go to get to José's house from her house?

   a. south

   b. southwest

   c. southeast

9. What direction would José go to get from his house to the church?

   a. straight north

   b. straight south

   c. straight east

10. If José went northwest from his house, what is the first place he would find?

   a. the church

   b. the school

   c. the store

LESSON 8

USING MAP SCALE

In this lesson you will find out what a map scale is. You will practice measuring distances on maps. A new word to look for is **scale.**

PART ONE

What is map scale?

Maps are like pictures of the world. But they must be a lot smaller than the real world. What if you wanted to draw a map of your school playground? You couldn't draw it the same size as your playground. The map would be too big to carry and too hard to read.

Mapmakers have solved this problem by inventing an idea called **scale**. Scale means that a small distance on a map is used to stand for a big distance in the real world. By using scale, big areas like states and nations can be shown on a small map.

Here is a simple example of how scale works. In the picture you can see that Elaine is drawing a map of the pond.

She first measured the real pond. She found that it was 20 meters along the line with the red tag. The pond was 10 meters along the line with the blue tag. Elaine's paper was very small. So, she let one centimeter on her paper equal 10 meters of earth distance. She let a smaller distance stand for a larger one.

● One centimeter on Elaine's map equals 10 meters of earth distance. With this in mind, answer the questions below.

1. How long was the red line distance of the pond on Elaine's paper?

_____

2. How long was the blue line distance on Elaine's paper?

_____

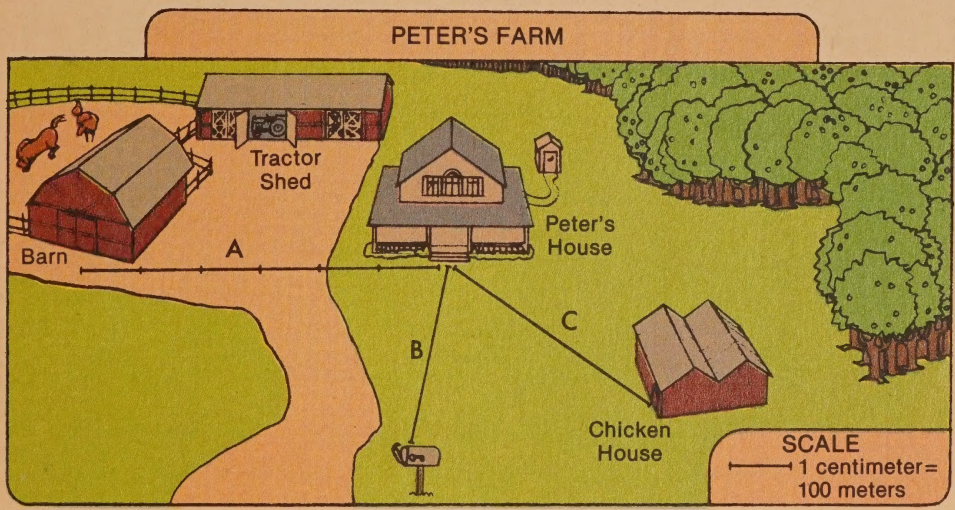
To the teacher: You may want to work through parts one, two, and three with your students to make sure they understand how to measure on maps using a scale.

If you can read a map scale, you can find distances on any map.

All maps of the real world are made by careful measuring. You can find a map of almost any area on the earth, large or small. But, to find how far away or how big places are, it is very important that you be able to read the scale.

Most maps have a part marked scale. That part tells you the distance on the map that equals an earth distance.

● Look at this map. Find the scale. Answer the questions by writing in the correct answer.



1. On this map the scale tells you that 1 centimeter on the map shows _____ of earth distance.

2. Line A on the map is the distance from Peter's house to the barn. Line A is 6 centimeters long. How many meters is it from Peter's house to the barn? _____

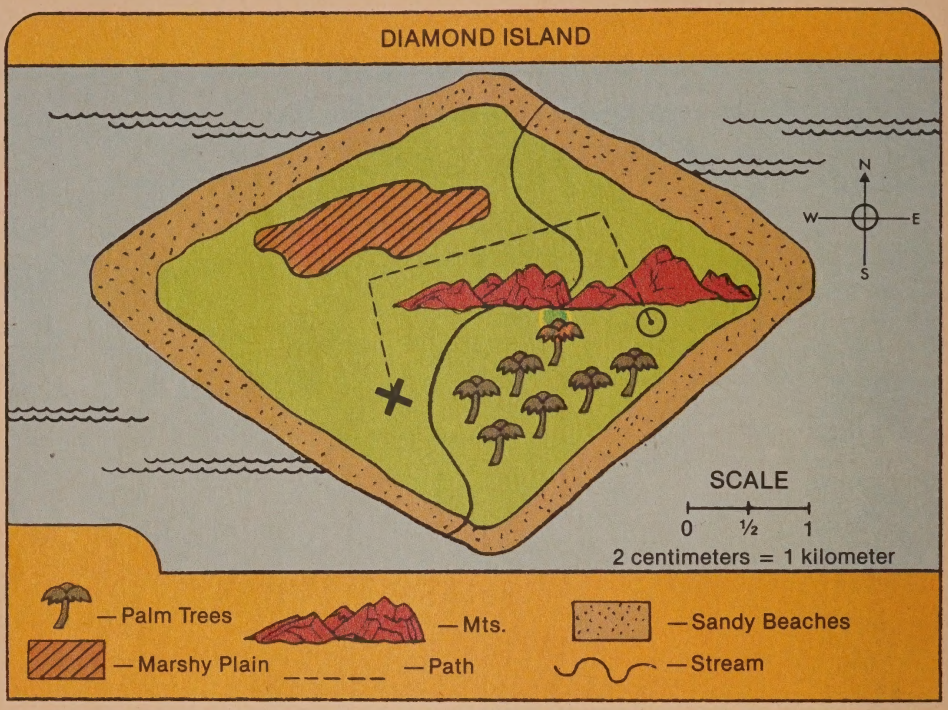
3. Line B on the map shows the distance from Peter's house to his mailbox. How many meters is it? _____

4. Line C on the map is what real distance on Peter's farm?

_____

You can use a ruler and the map scale to measure distances on a map.

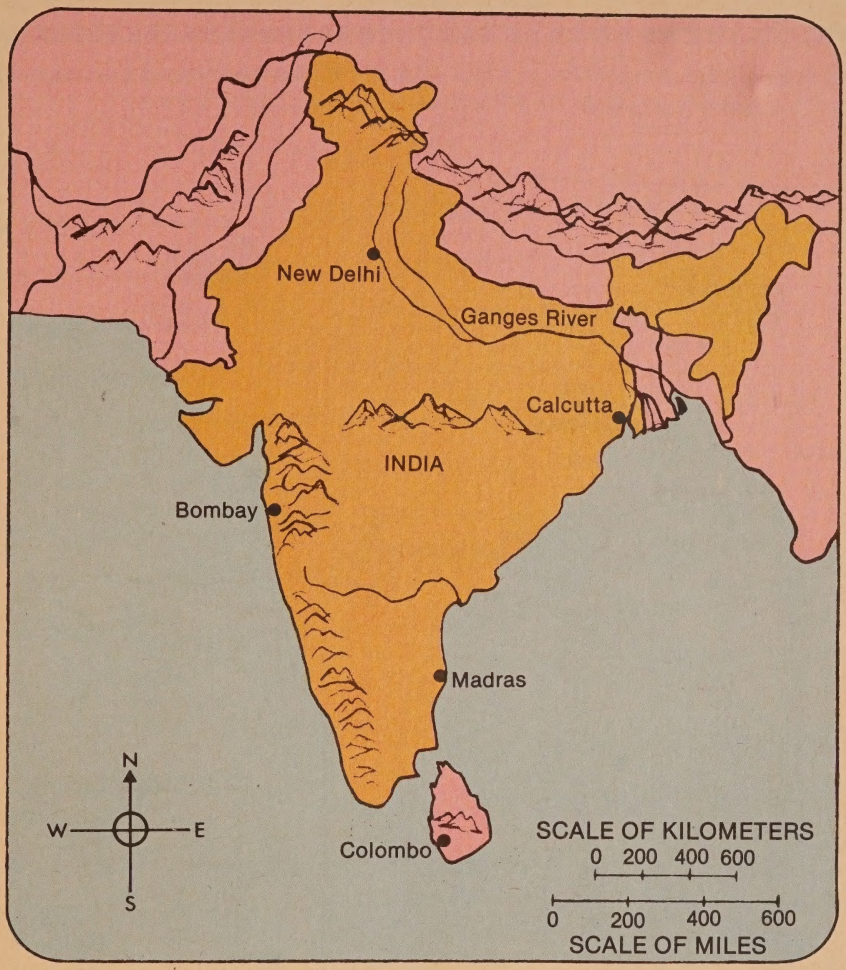
Study the map of Diamond Island below.



● You are an explorer who has come to study Diamond Island. Below is a record of your research. Use the map scale and a ruler to find the information so that other scientists will know about this region.

INFORMATION SHEET	
1. Distance across Diamond Island from East to West	
2. Distance from North to South on Diamond Island	
3. Distance from Camp X to Camp O on the island by following the path.	
4. Length of Marshy Plain	
5. Length of Mountain Range	

● Now study the map of the region called India on this page. Use this map to answer the questions below.



6. About how many miles must a person travel to go straight from Bombay on the west coast to Calcutta on the east coast?

   a. 950 miles b. 350 miles c. 750 miles

7. How many kilometers is it from Madras to Colombo by air?

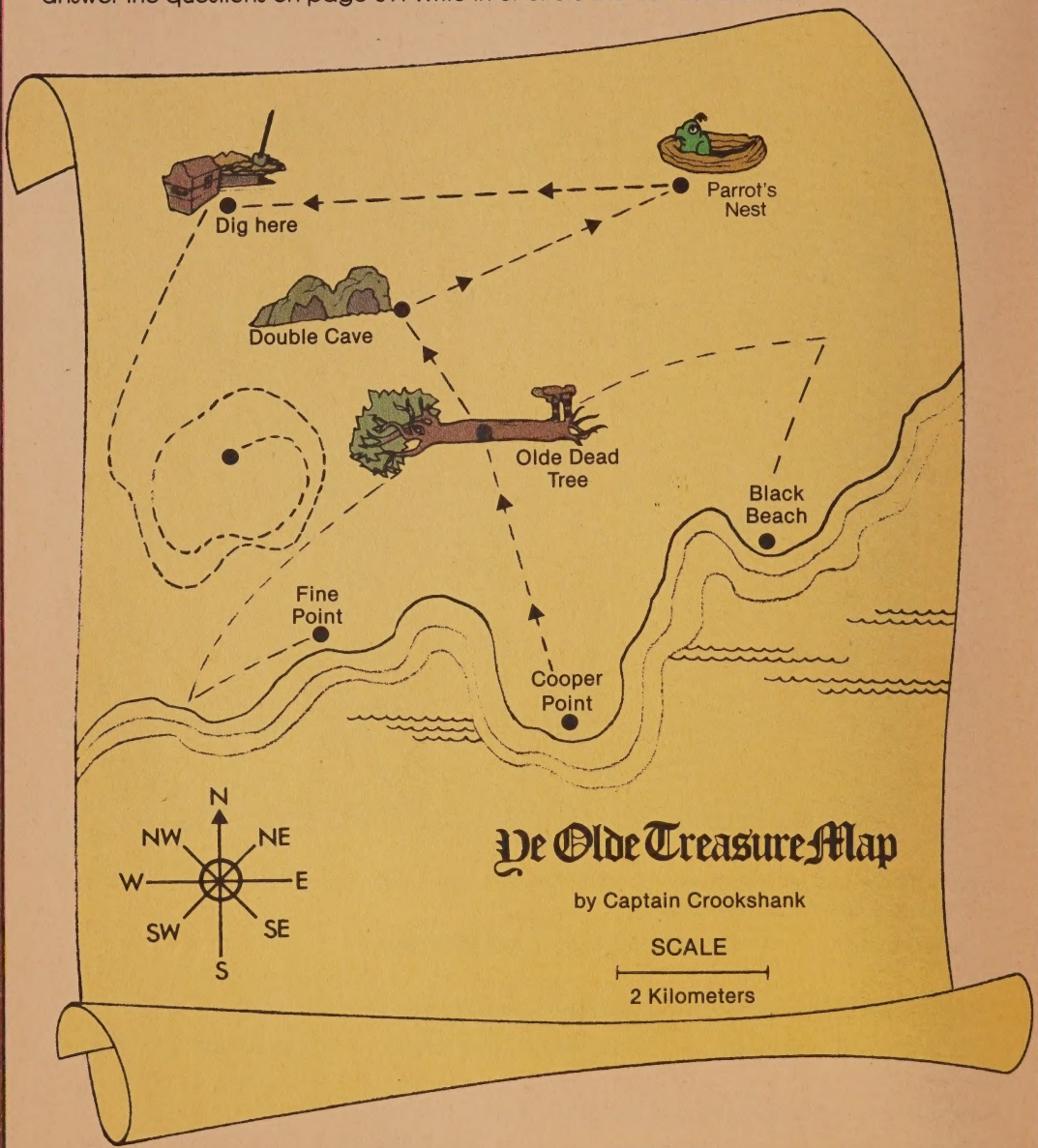
   a. about 550 kilometers b. about 350 kilometers c. about 650 kilometers

8. About how many miles long is the Kistna River in the south of India?

   a. 525 miles b. 680 miles c. 320 miles

Scale and directions help us unlock secrets of maps.

Practice your skills in using scale and map directions. Use the map on this page to answer the questions on page 39. Write in or circle the correct answer.



● As you were going through your grandfather's attic, you found the map on page 38. A friend of yours who has a boat said that she would take you to look for the treasure. But first you need to share with her the directions for finding the treasure. Fill in this note to tell your friend how to get to the buried treasure chest.

Dear Alice,

To find the treasure, we must sail your boat to Cooper Point.

We will walk (1) _____ kilometers to the Olde Dead Tree.

The Olde Dead Tree is (2) _____ from Cooper Point.

At the tree, we'll turn our direction (3) _____

toward the Double Cave and go (4) _____ kilometer.

At the Double Cave, we must turn (5) _____ and

walk (6) _____ kilometers. There we will find the

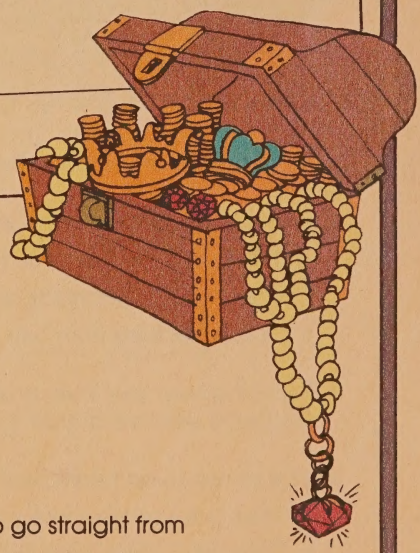
Parrot's Nest. At the Parrot's Nest we will turn (7) _____

and travel (8) _____ kilometers. There we will

find the treasure.

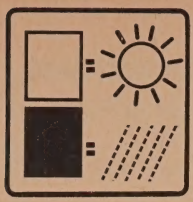
Your friend,

_____



9. You and Alice want to leave the island the fastest way. Which path is shortest?
   a. from Olde Dead Tree to Cooper Point
   b. from Olde Dead Tree to Black Beach
   c. from Olde Dead Tree to Fine Point

10. About how many kilometers would you have to swim to go straight from Black Beach to Cooper Point?
   a. about 3½ kilometers b. about 11 kilometers c. about 2 kilometers



LESSON 9

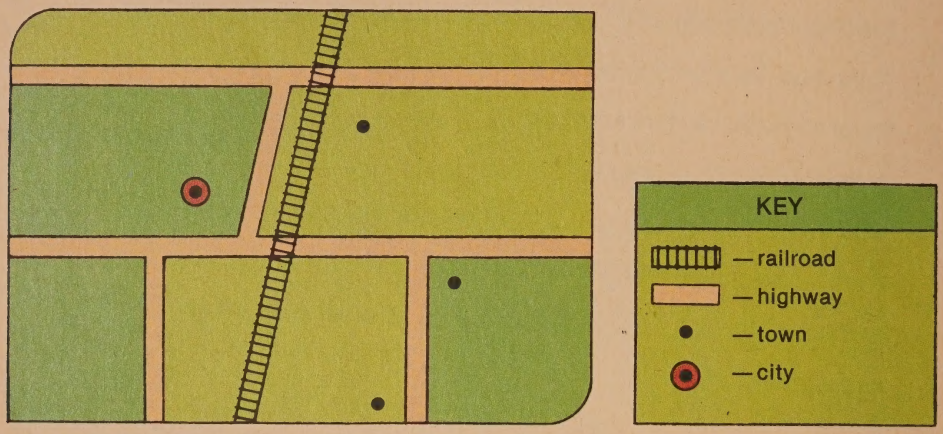
USING A MAP KEY

In this lesson you will find out how the key on a map is used. You will also practice using map keys to get information from maps. New words to look for are **symbols, map key,** and **legend.**

PART ONE

How can a map key help you?

A **map key** is a guide for reading a map. It is called a key because it unlocks the meaning of a map just as a key unlocks a door. Another word for map key is **legend.** You may see either of these words on maps. They mean the same thing. The key on the map below has been labeled so that it is easy to find. Use this map to answer the questions below.



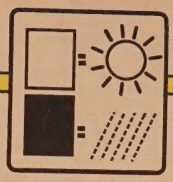
○ Circle or write in the answers to these questions.

1. What is another name for the key on the map? _____

2. On the map above, what does the key tell you?
   a. It tells what the colors on the map mean.
   b. It tells what the symbols on the map stand for.
   c. It tells directions from one place to another.

3. Read the map key. Then draw a line from each part of the key to where that part is found on the map.

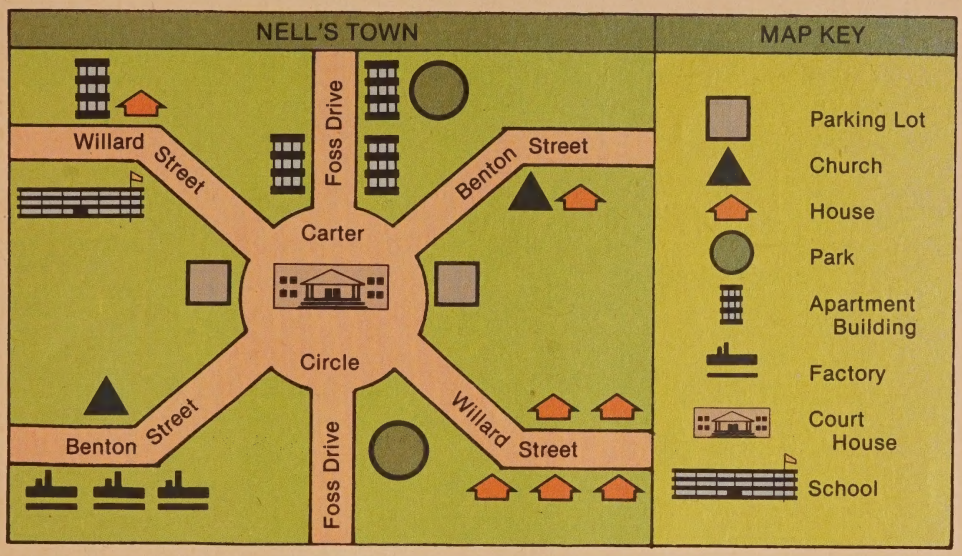
4. Why do we need map keys?
   a. They make maps more interesting.
   b. They show where people are on a map.
   c. They help us read maps more easily.



The map key explains the symbols.

Maps cannot show everything just as it is in real life. They would be too large. So **symbols** are used to stand for real things. The person who makes the map usually makes up symbols and then explains them in the key. The key helps us get information from the map.

Study the map below. Use the map key to help you fill in the correct answer to each question.



1. How many churches are there in Nell's town? _____

2. What does this symbol ◯ stand for? _____

3. How many houses are there on Willard Street? _____

4. What street runs by the court house? _____

5. How many parking lots are there in Nell's town? _____

6. How many apartment buildings are there on Foss Drive? _____

7. Which street runs by most of the town's factories? _____

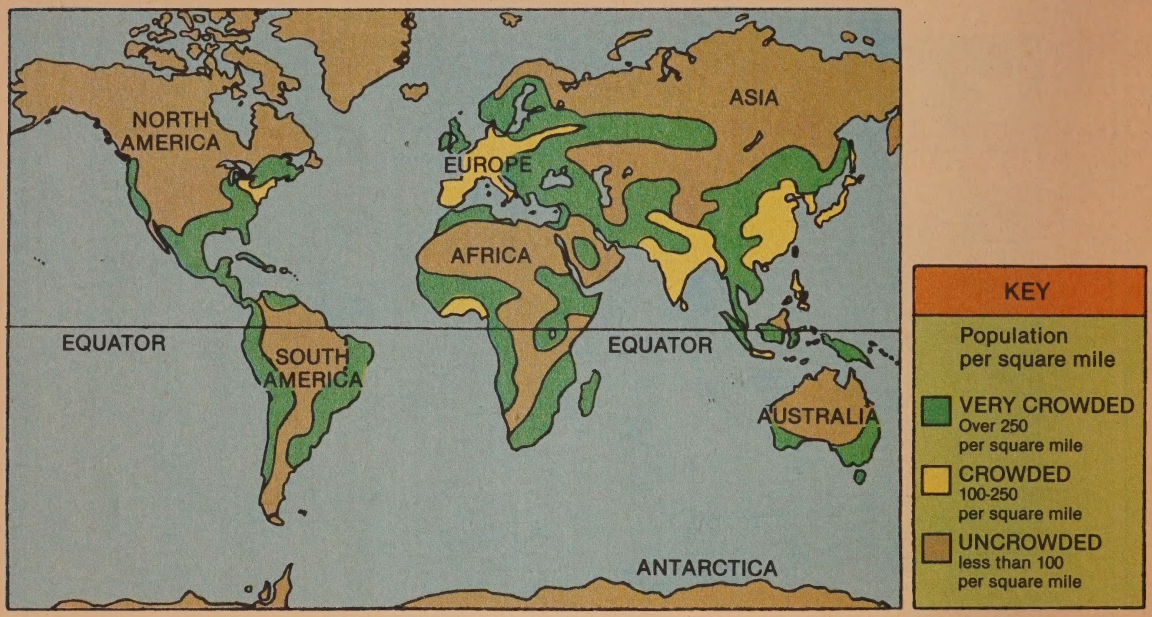
8. What street is the school found on? _____

Color can be used in map keys.

Sometimes the map key tells you what colors stand for. Colors often show regions or climate conditions. They may also show different countries or different land forms. Colors are usually shown on maps in small boxes. Maps that have colors in their key often do not use symbols and pictures.

The map below shows regions with different numbers of people living in them.

CROWDED REGIONS
OF THE WORLD



Use the map key to write in the answers to the questions below.

1. What color on the map shows the most crowded regions? _____

2. What color on the map shows the regions with few people? _____

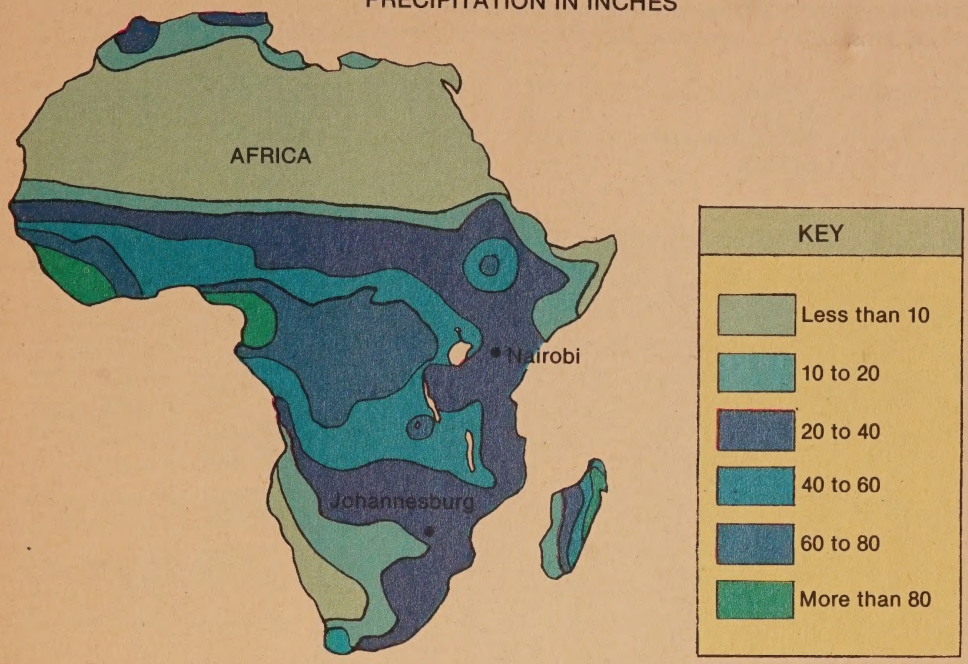
3. What color on the map shows areas with 100 to 250 people per square mile? _____

4. On what continent are the most crowded areas located? _____

5. Do most people live north or south of the Equator? _____

Now study the map of rainfall in Africa. Use the map key to help you answer the questions below it. Write in or circle the correct answer for each question.

AVERAGE ANNUAL
PRECIPITATION IN INCHES



6. What is the average rainfall over most of the northern part of Africa?

_____

7. How much rain falls on the average in Johannesburg in Southern Africa?

_____

8. Where does the heaviest rainfall occur in Africa?

a. northern part b. central part c. southern part

9. The green area on the map gets how much rainfall each year?

_____

10. What color on the map shows areas of 20 to 40 inches of rain each year?

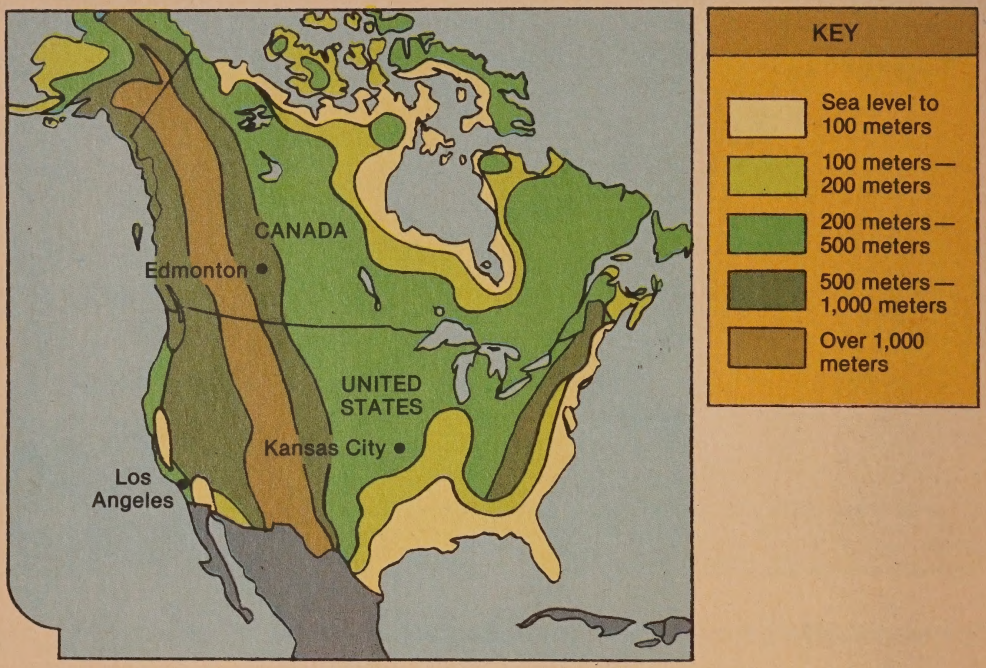
_____

Some keys require very careful reading.

Some map keys are more difficult to read than others. They may have more parts or the colors may blend together and look much the same.

The map below shows the elevation, height of the land, in North America.

Answer the questions below by using the map key. Write in the correct answer for each question.



1. What is the height of the land around Los Angeles on the west coast of the United States? _____

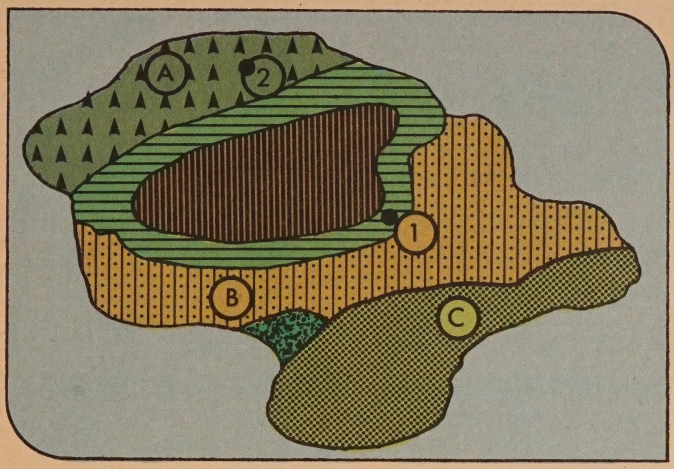
2. What is the height of the land near Kansas City in the central United States?

_____

3. What is the height of the land near Edmonton, Canada?

_____

Some maps have keys with patterns or designs on them. You must read them carefully to understand the map. This map shows the kind of plant life in one region.



Write in the correct answers to the following questions. Use the map key to help you.

4. The area labeled A on the map has what kind of forests?

_____

5. Area B on the map has what plant life? _____

6. Area C on the map has what plant life? _____

7. What type of plant life surrounds the area of hardwood forests?

_____

8. If you traveled northwest on this map from Point 1 to Point 2, what three plant types would you pass?

1. _____

2. _____

3. _____

9. What type of plant life makes up the smallest area of this map?

_____

LESSON 10

MAKING MAPS

In this lesson you will learn how to put your map skills together to make a map of your own. You will be able to practice making maps. A new word to look for is **accurate.**

PART ONE

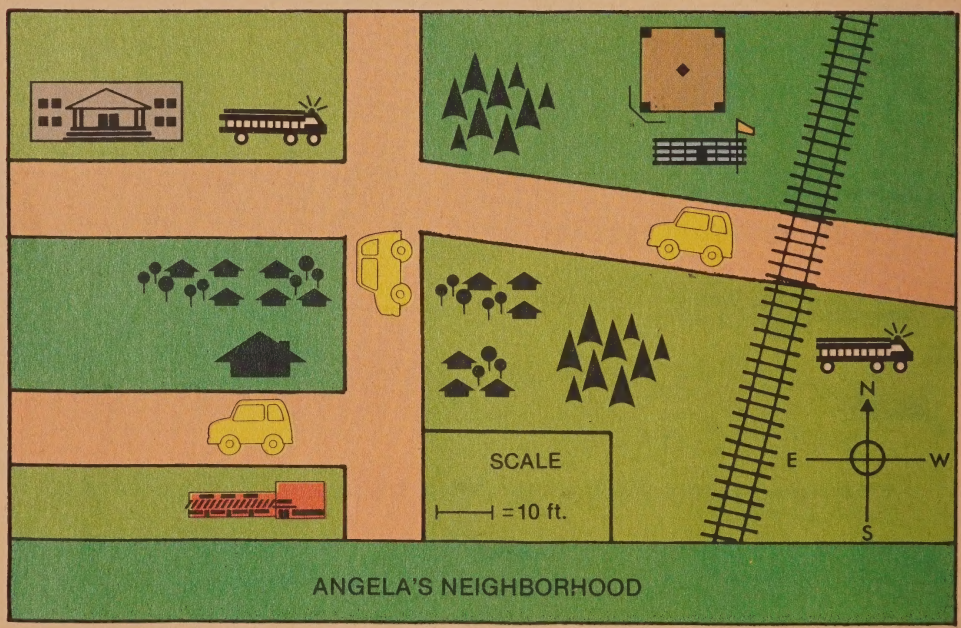
How do you make a good map?

A good map is one that is **accurate.** This means that it is a true and correct picture of what you are mapping. A good map has some important features:

1. A compass or direction symbol is given on the map.
2. A scale is given for the map so that the distance can be measured.
3. A clear key or legend is provided with the map.

Most maps also have a name or label which can sum up what they show.

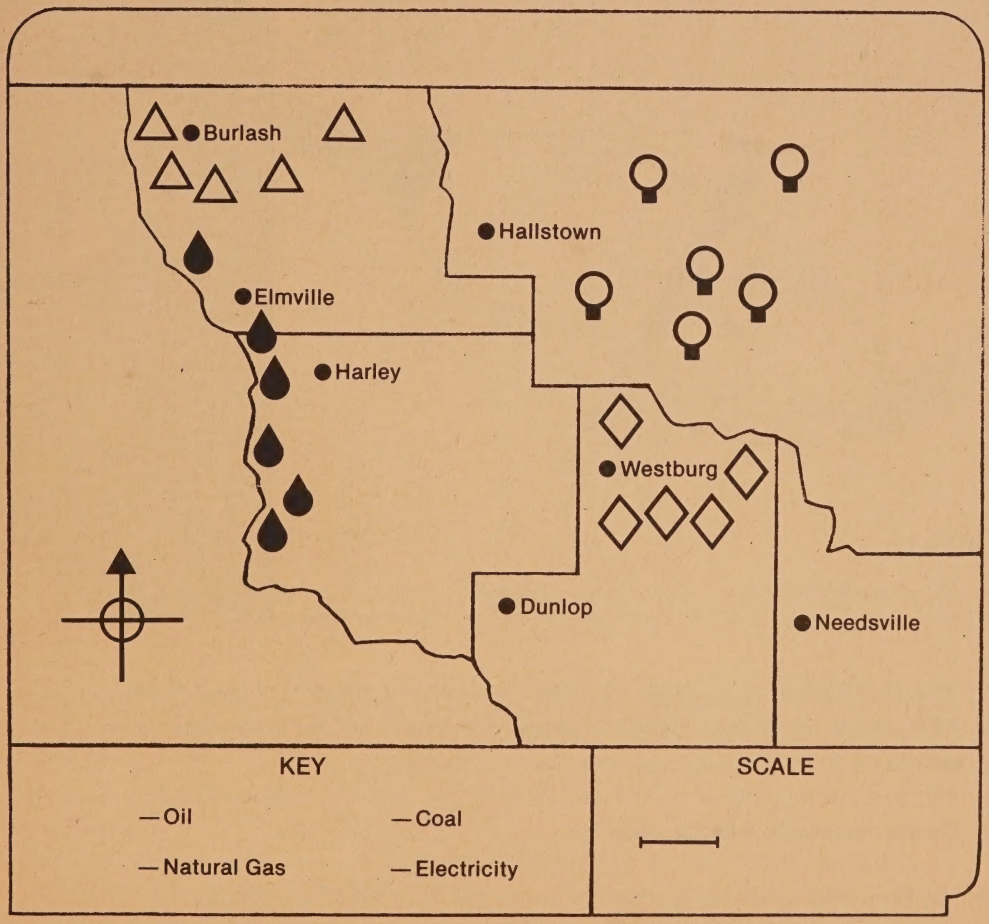
Study the map below. Find three problems with it. Circle the number of the problem from the list under the map.



1. The car symbols are bigger than the house symbols.
2. There is no label.
3. The key is missing.
4. The color is wrong on the map.
5. The compass rose does not give directions correctly.

- Follow the directions below to complete the parts of this map.

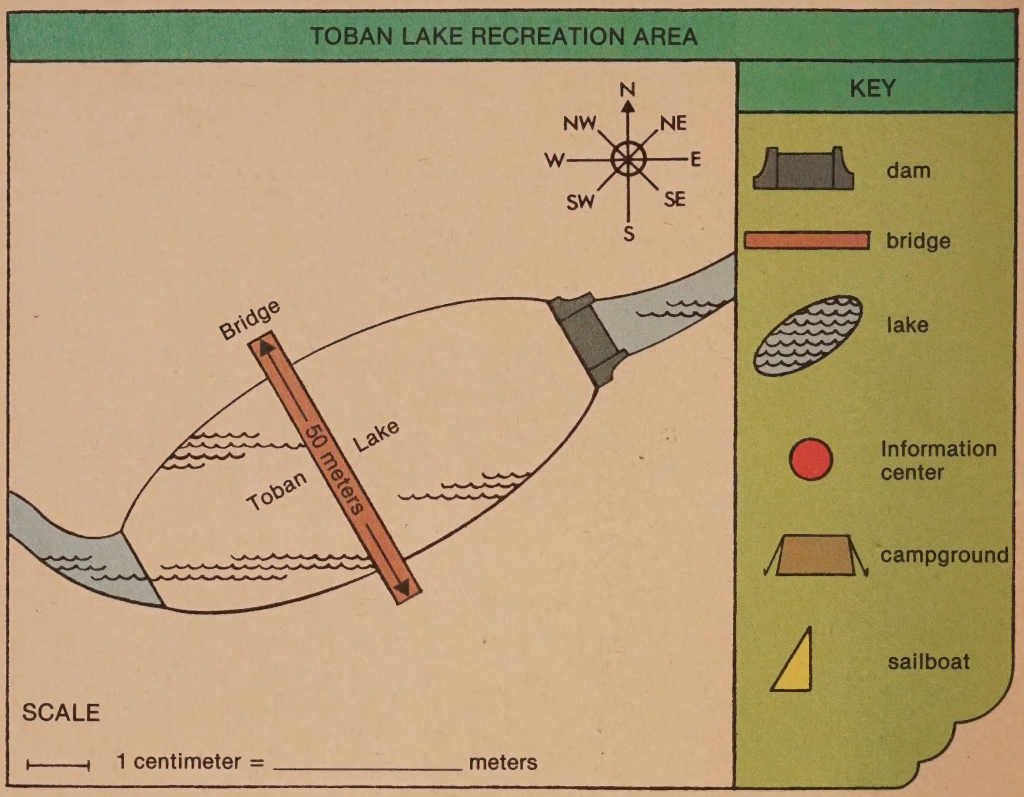
6. Write a label for the map in the space at the top. It should tell what the map is about.
7. Complete the compass rose for the map.
8. Show that the scale equals five kilometers.
9. Electricity is the resource used in the largest area of the map. Complete the key to show this.
10. Coal is found only near Westburg. Complete the key to show this.
11. The resource found along the west coastline is oil. Complete the key to show this.
12. Natural gas is found in the area of coal deposits near Burlash. Mark your key to show this.



Measuring distance is important.

To make an accurate map, you must measure carefully. Measure on this map with a centimeter ruler. It will help to measure the bridge first. Then complete the scale.

● Use the scale you have made to finish drawing what is needed on the map.



1. Draw in an information center 20 meters east of the south end of the bridge.
2. Draw a campground 60 meters northeast of the north end of the bridge.
3. Draw a sailboat 10 meters from the dam on the lake.

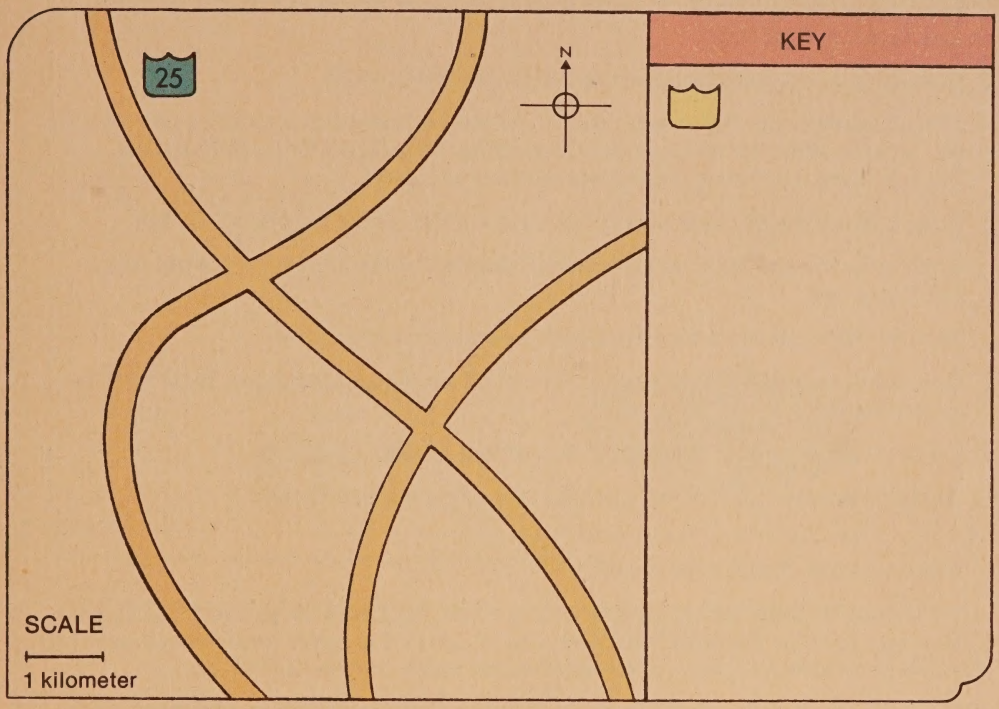
4. What is the length of Toban Lake? _____

5. How far would you have to travel by car to get from the information center to the campground? _____

Making a map key can be fun.

When you make a key for a map, you can use your imagination. But, remember that your key should be a help to someone else who will read your map.

● Look at the unfinished map below. Finish it by following the directions.



1. Highway 25 crosses two other highways. The one farther north is Highway 6. The one to the south is Highway 10. Complete the map to show this. Be sure to complete the key, also.
2. A small town called Ort sits where Highways 25 and 10 cross. Make up a symbol for the town. Put it on the map and in the key.
3. A large city called Station is located where Highways 25 and 6 cross. Draw in a symbol for the city and then finish the key.
4. There is a small town about 4 kilometers southwest of Ort on Highway 6. It is called Dede. Make sure your map and your key shows that Dede is a small town.

Now you can put it all together.

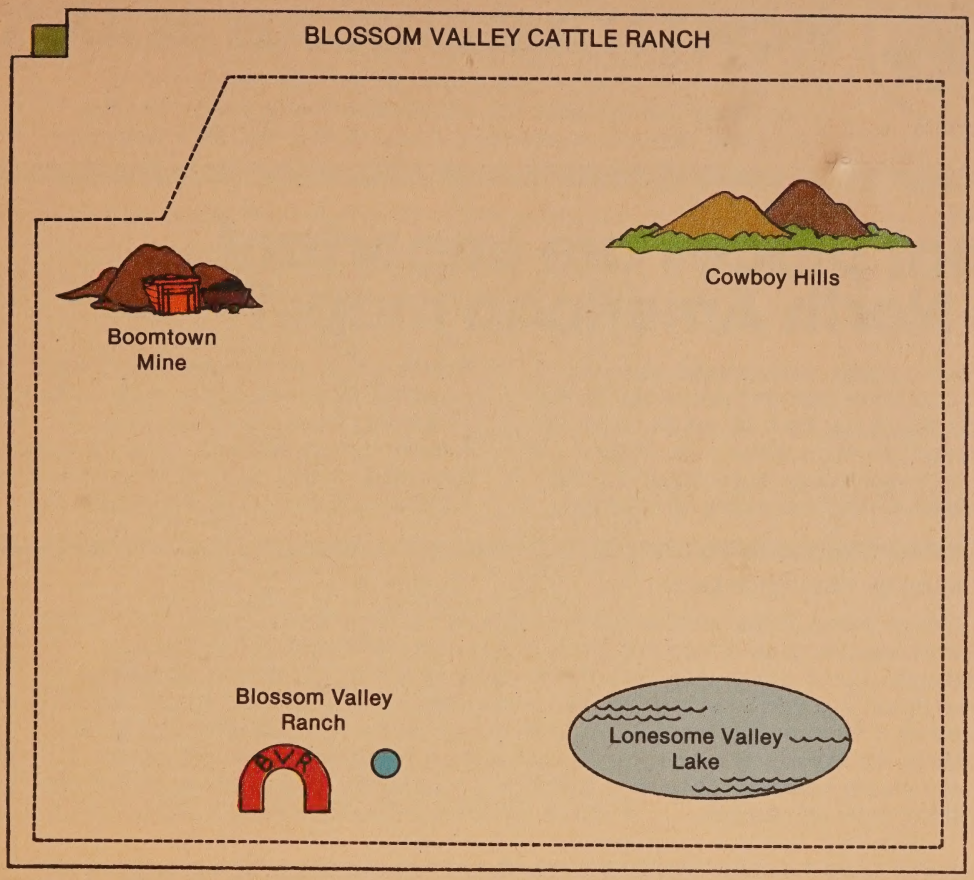
On page 51 there is an incomplete map. You can use it to practice all your map skills. Just follow the directions on this page. Be sure to do everything you are instructed to do.

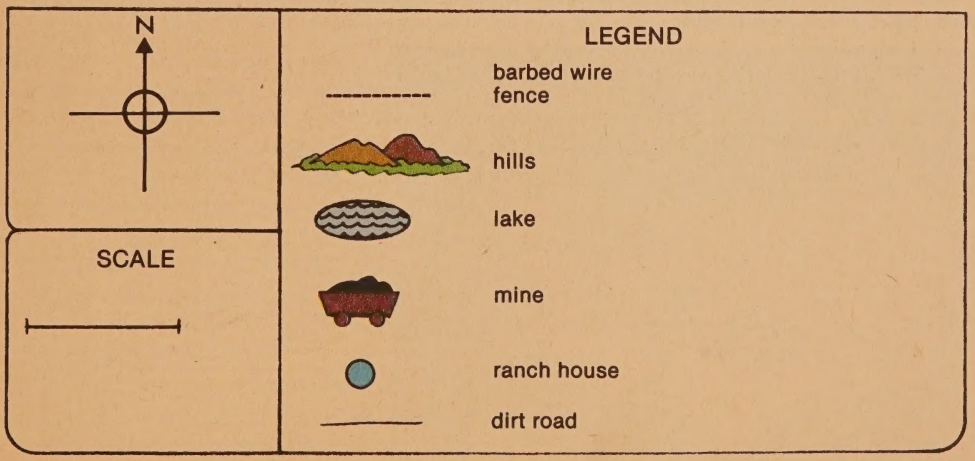
1. Complete the compass rose by adding the other cardinal directions.
2. Finish the scale to show that 1 inch equals ten miles. Be careful to look at and measure the scale mark.
3. Draw a dirt road from the ranch house to the Cowboy Hills.
4. Draw 50 cattle and 100 sheep around Lonesome Valley Lake. Choose any symbol you want to stand for the animals. One symbol may stand for more than one animal. Mark your key to show what symbols you used.
5. Draw a forest fire 20 miles west of the Cowboy Hills. Show the fire on the key.
6. Draw a bunkhouse 30 miles northeast of Blossom Valley Ranch on the dirt road. Mark your key.
7. Draw another dirt road from the bunkhouse to Boomtown Mine.
8. Draw six rattlesnake holes between the ranch house and the mine. Show this on the key.
9. Place a campfire east of the lake. Remember to add it to the key.
10. Draw a meadow north of the Cowboy Hills. Show this on the key.

Maps you can draw on your own:

If you want to draw a map of your school room, choose a large piece of paper. Be sure you know the directions in your room. Draw the desks and other objects to scale on colored paper. Place them on your scale drawing of the room.

You may also want to practice tracing a map. Find a large map of your country with states or provinces shown. Use white paper to trace the boundaries. Then try to put the capitals in the right places. Remember to label them correctly.


BLOSSOM VALLEY CATTLE RANCH
Boomtown Mine
Cowboy Hills
Blossom Valley Ranch
BVR
Lonesome Valley Lake


N
SCALE
LEGEND
barbed wire fence
hills
lake
mine
ranch house
dirt road

LESSON 11

FINDING PLACES ON NORTH AMERICAN MAPS

In this lesson you will learn about several important locations in the United States and Canada. You will practice finding important cities, rivers, lakes, states, and provinces. A new word to look for is **landmark.**

PART ONE

What places are important on North American maps?

The United States and Canada are large nations and have many important places. No one can remember them all. But you can use North American maps better if you know about the major places. Knowing about these **landmarks** will help you locate other places. If you know where the Mississippi River is, it will be easier for you to locate a city on that river.

Learning the major places on North American maps requires you to think and remember. It may also mean you must check another map to answer a question.

Read the description below.

On the United States and Canadian border lie five large lakes. They are named the Great Lakes because of their size. From west to east their names are Superior, Michigan, Huron, Erie and Ontario. This sentence can help you remember their order on a map: Small Mary Helps Every One. A few miles from the northern tip of Lake Superior a river begins flowing to the South. It empties into the Gulf of Mexico at New Orleans. It is the largest river in the United States and is called the Mississippi. Another river joins the Mississippi midway in its travels. It is called the Ohio and it flows from the East just south of Lake Erie.

○ Now complete this map. Write on the lines the names of the five lakes and two rivers you just learned about. Be sure they are in the correct places. You may use them as landmarks in the next pages.

A. _____

B. _____

C. _____

D. _____

E. _____

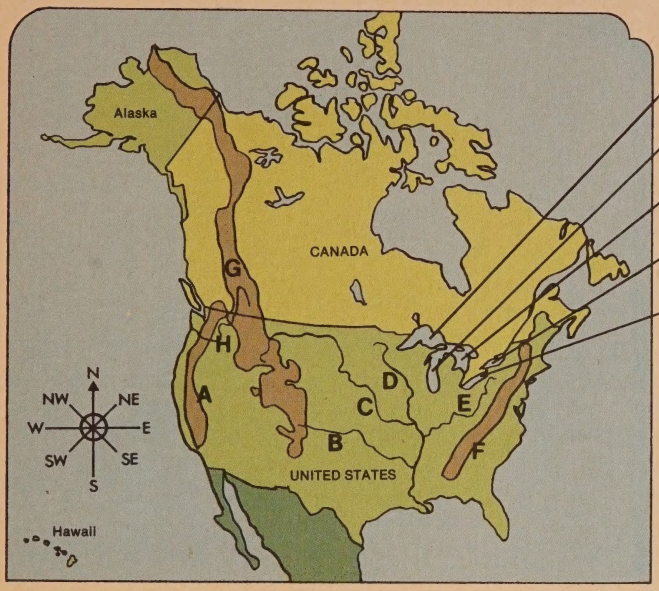
F. _____

G. _____

Major rivers and mountain ranges are important.

Natural features such as mountain ranges and rivers make good landmarks. They are usually easy to find on a map.

Study the map below. Then answer the questions about it.



a. _____

b. _____

c. _____

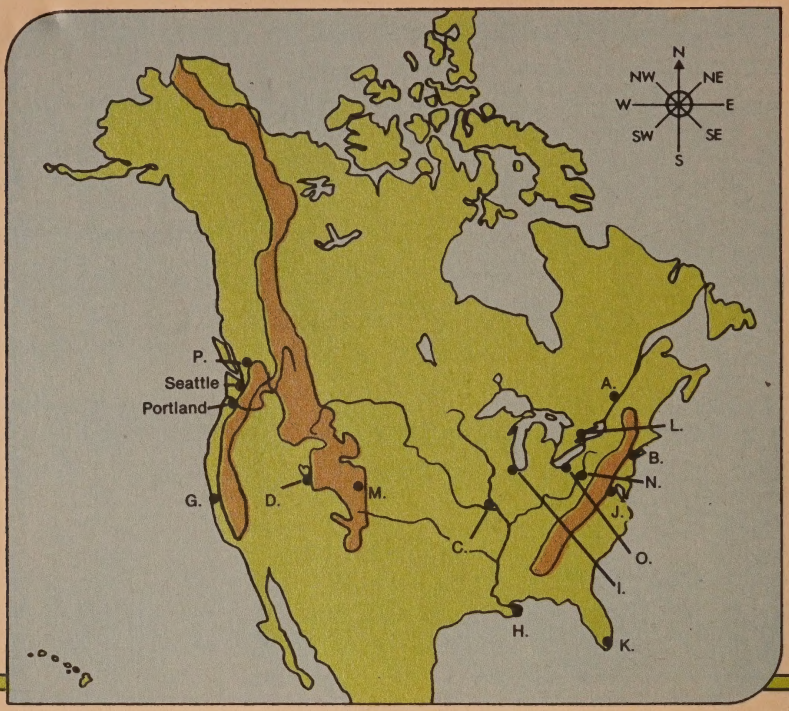
d. _____

e. _____

1. One range of mountains separates the eastern coast of the United States from the interior land. It is called the Appalachian Mountain Range. Which letter on the map shows this range? _____
2. A river which runs from the west into the Mississippi River midway in the United States is called the Missouri. Which letter on the map shows this river? _____
3. A mountain range called the Cascade-Sierra Nevada Mountains runs down the western edge of the United States and Canada. Which letter on the map shows this range? _____
4. A mountain range called the Rocky Mountains runs both north and south along the western part of the United States. It is inland and separated from the Cascade-Sierra Nevadas by a high plateau land. The Rocky Mountains are shown by what letter on the map? _____
5. A river which runs from the Rocky Mountains to the Pacific Ocean in the northwest United States is called the Columbia. What letter shows that river on the map? _____
6. Write in the names of the five Great Lakes on the lines next to the map.

Major cities are important.

Natural features can help you locate some major cities. Use the landmarks as clues to find the cities asked for.



Answer these questions by writing the letter from the map in front of each description.

_____ 1. New Orleans is at the mouth of the Mississippi River.

_____ 2. St. Louis is located where the Missouri River joins the Mississippi River.

_____ 3. Salt Lake City is located between the Rocky Mountains and the Cascade-Sierra Nevada Range.

_____ 4. Denver is on the eastern edge of the Rocky Mountain Range.

_____ 5. Pittsburgh is at the upper end of the Ohio River.

_____ 6. Toronto is located on the northwest shore of Lake Ontario in Canada.

_____ 7. Miami is at the tip of the Florida peninsula.

_____ 8. Chicago is near the southwestern tip of Lake Michigan.

_____ 9. Washington, D.C., is about halfway down the eastern seacoast.

_____ 10. Vancouver is on the western coast of the Pacific Ocean in Canada.

LESSON 12

COMPARING MAPS

In this lesson you will practice comparing information on different maps. You will find out how comparing maps gives you more information. Some new words to look for are **similarities** and **differences.**

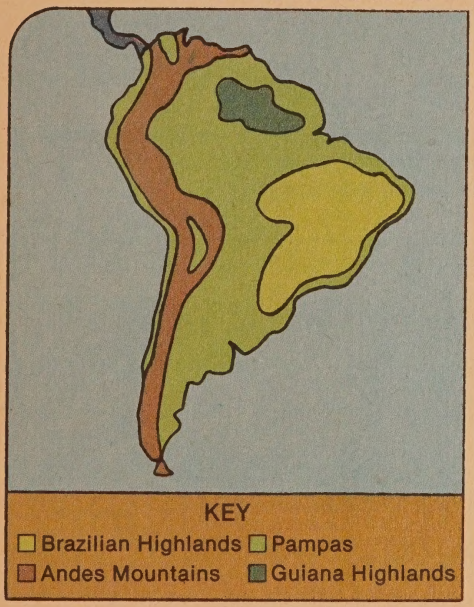
PART ONE

What can you find by comparing two maps?

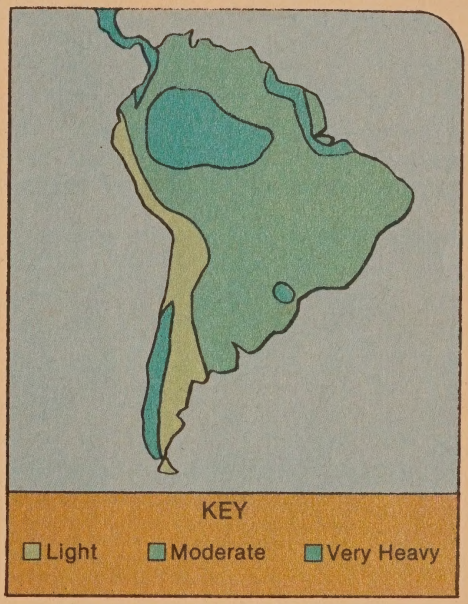
You can get more information about an area by comparing two maps than by looking at just one. You can find **similarities,** or what is alike. You can also find **differences.** For example, by looking at the two maps below, you can compare the rainfall in the mountains, valleys, and plains of South America.

● Study these maps of the continent of South America. Answer the questions below about the maps.

SOUTH AMERICA'S LAND FEATURES



SOUTH AMERICA'S PRECIPITATION



1. What areas of South America get light rainfall?

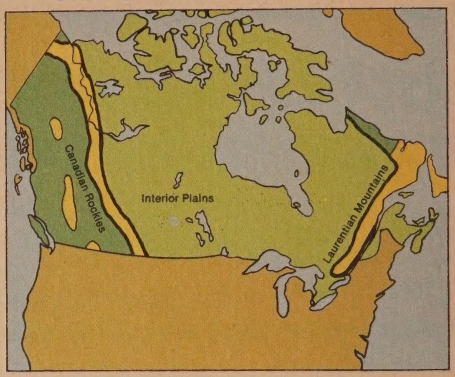
_____

2. According to the maps, how much rainfall do the Brazilian Highlands of South America get? _____

- You can compare maps of different places. The maps below show natural features in two different places. Compare them, and answer the question that follows.

U.S. NATURAL FEATURES

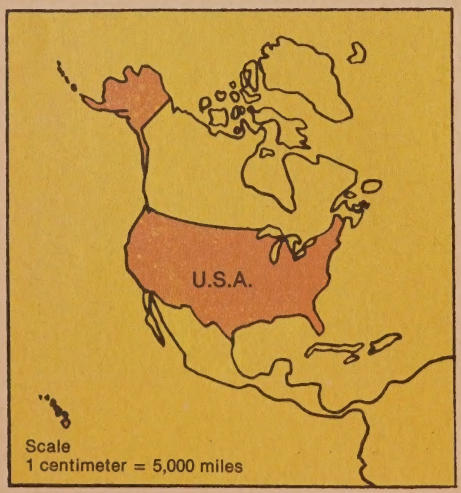
CANADA NATURAL FEATURES

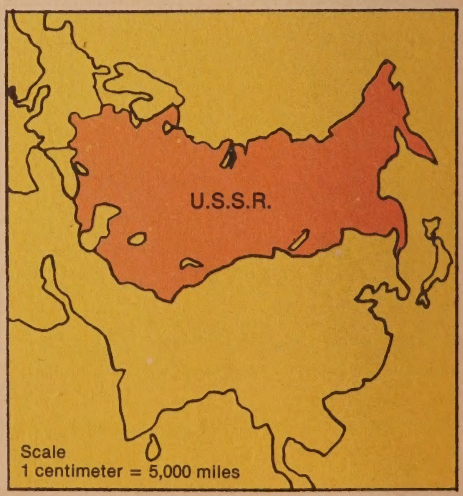


3. What mountain range runs through both the U.S. and Canada?

a. The Appalachians b. The Laurentians c. The Rockies

- You can compare maps of two areas to show size differences or to show how an area has changed over a long time period. Look at the difference in size of the Soviet Union and the United States. Answer the question below the maps.





4. Which one of these two nations is larger in land area?

_____

Similarities and differences can be seen on two maps.

Comparing maps helps us see things that are the same. It also shows things that are different.

● Study the two maps below. Then answer the questions about Africa.

1. Which one of these countries is in the same climate regions as Niger?

   a. Morocco b. Chad c. Zambia

2. Which one of these nations is in a different climate zone than the other two?

   a. Kenya b. Tanzania c. Cameroon

3. Put an S in front of each pair of countries that have a similar climate. Put a D in front of each pair that have a different climate.

   a. _____ Central African Republic and Uganda

   b. _____ Egypt and Libya

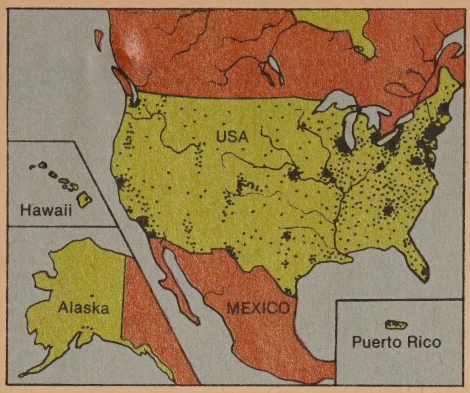
   c. _____ Mali and Chad

   d. _____ Guinea and Dahomey

   e. _____ South Africa and South West Africa

   f. _____ Kenya and Somalia

● Study the two population maps below. Circle or write in the correct answer for each question.



Scale
1 centimeter =
5,000 miles

Scale
1 centimeter =
2,000 miles

KEY
• 2 million people

4. Which nation has the most people? _____

5. Which nation has the largest land area? _____

6. Where do most of the people in Canada live?
   a. along rivers and coasts b. in mountains c. on plains

7. Where do most of the people in the United States live?
   a. near rivers and coasts b. in mountains c. on plains

8. Name <u>one</u> thing that is different about these two maps.

   _____

9. Name <u>one</u> thing that is the same about these two maps.

   _____

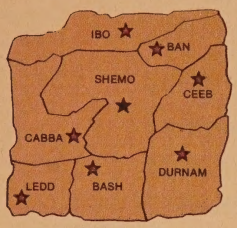
10. What is <u>one</u> similarity between the population of Canada and that of the United States?
    a. population is greater along coastal areas
    b. population is in the center of the nation
    c. population is spread over the whole nation

Information can be put together in new ways.

Comparing maps can sometimes help you see things differently. Ideas can be made clear. You can draw conclusions about why something is a certain way.

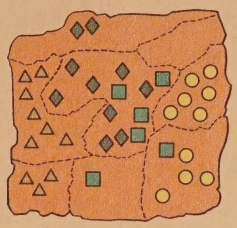
● Study these maps of an imaginary area called Shunto. Then write in the answers to the questions below.

STATES & CAPITALS OF SHUNTO



KEY
★ — state cap.
★ — nat. cap.

RESOURCES OF SHUNTO



KEY
■ — iron
◆ — coal
△ — wheat
○ — cotton

1. How many states make up Shunto? _____

2. Why do you think the capital of Shunto is located where it is?

_____

_____

3. Which state of Shunto is richest in wheat? _____

4. Why do you think the two states of Cabba and Ledd might vote for the same kinds of laws?

_____

_____

5. Which is the poorest state of Shunto? _____

6. Why would the states of Ibo and Bash want to remain as states in Shunto rather than forming their own nations? _____

_____

7. What state would have interests most like those of Durnam?

_____

8. Why do you suppose most of Shunto's people live in the state of Shemo?

_____

GLOSSARY

Accurate (AK yur et) when something is true and correct.

Axis (AK sis) the main lines that go from side to side or up and down to form a bar or line graph.

Bar Graph (bar graf) a type of graph that uses bar shapes to compare quantities or amounts.

Caption (CAP shun) the label for a picture that serves as its title.

Cardinal Directions (CAR di null di REK shuns) the four main directions of north, south, east, and west.

Circle Graph (SIR cull graf) a graph shaped like a circle.

Data (DA ta) pieces of factual information.

Details (DEE tails) specific facts.

Differences (DIF ren sez) things that are not alike about one thing or several things.

Graph (graf) a type of graphic used to compare quantities or the amounts of things.

Intermediate Direction (inter ME dee it di REK shun) a direction that falls between two cardinal directions on a compass and in the real world.

Interpret (in TER pret) to explain or discover an important meaning.

Labels (LAY bulls) tell what is shown in each part of a graph.

Landmark (LAND mark) important places that are easily found which help to locate other places.

Legend (LEJ und) a list of symbols on a map, also called a map key.

Line Graph (line graf) a type of graph that uses a line made by connecting points to show data.

Location (low CAY shun) a place where something is found.

Map Key (map kee) tells the meaning of the symbols used on a map.

Pictograph (PIK toe graf) a type of graph that uses pictures to stand for the objects recorded.

Scale (skale) a way of comparing the small distance on a map to the larger real-world distance it stands for.

Similarities (sim i LAIR i teez) things that are alike.

Symbol (SIM bull) a picture or idea that stands for the real thing.

Title (TIE tull) a heading that tells the main idea of a graph.

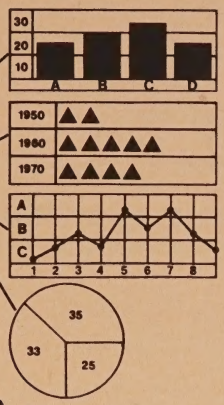
Trial and Error (TRY ul and AIR er) a way of doing something by trying different ways until you find the one that works.

Answer Key

LESSON 1

PAGE 3 PART ONE

1. Circle graph
2. Line graph
3. Bar graph
4. Pictograph



PAGE 4 PART TWO

1. double bar graph
2. double line graph
3. 6
4. circle graph
5. double bar graph
   double line graph
6. It uses pictures instead of bars to show data.
7. A. pictograph
   B. double bar graph
   C. line graph

PAGE 5 PART THREE

1. B
2. A
3. C
4. D
5. B
6. A or B

LESSON 2

CUT ALONG THIS LINE

PAGE 6 PART ONE

1. c
2. a
3. a

PAGE 7 PART TWO

1. c
2. b
3. c
4. b
5. c

PAGES 8 and 9 PART THREE

1. a
2. c
3. a
4. c
5. a
6. b
7. 10 million
8. hundred thousands
9. Uruguay
10. Mexico
11. 50 million
12. Nigeria and Pakistan
13. Nigeria
14. key

LESSON 3

PAGE 10 PART ONE

1. b
2. c
3. a
4. a
5. c

PAGE 11 PART TWO

1. c
2. b
3. c
4. Any of these are correct: Nebraska, Oklahoma, Texas, Virginia, South Dakota

PAGES 12 and 13 PART THREE

1. b
2. c
3. c
4. a
5. b
6. c
7. a
8. c
9. b
10. circle graph

PAGE 15 PART FOUR

1. b
2. c
3. b
4. c
5. a
6. a
7. a

LESSON 4

PAGES 16 and 17 PART ONE

The population of Bumblebee Canyon increased and then decreased from 1830 to 1930. The peak of growth was reached in 1890. The population was then 10,000 people. This large population was needed because of the coal mining industry. But even before 1890, the population made a large jump in 1850 when gold was discovered in the canyon. The population was steady from 1890 to 1910. But it began to fall when World War I took many men from the area. After the war the event known as the Dust Bowl Drought caused the population to continue to decline even more.

1. b
2. b
3. c

PAGES 18 and 19 PART TWO

1. a
2. c
3. b
4. c
5. a
6. b
7. c
8. bigger ideas
9. facts
10. explain

PAGES 20 and 21 PART THREE

1. roads, protecting environment
2. a
3. c
4. b
5. a
6. c
7. b
8. a

LESSON 5

PAGES 22 and 23 PART ONE

1. b
2. a
3. c
4. b
5. c
6. b
7. Answers will vary.
8. c
9. c
10. a
11. c

PAGES 24 and 25 PART TWO

1. grasses and bushes
2. herding cattle
3. small
4. long pole
5. thin and sickly
6. long sharp horns
7. loose robes
8. b
9. Answers will vary. Some possibilities are: gun, wagon, tent, cups, coffee pot, cooking pot, fire.
10. a
11. c
12. **1.** cooking
    2. keeping warm
    3. for light
13. b

LESSON 6

PAGE 26 PART ONE

1. a

PAGE 27 PART TWO

1. c
2. a
3. b
4. c
5. b

PAGE 29 PART THREE

1. a
2. b
3. c
4. c
5. c
6. Camel Hump Ride
7. Twirl Box
8. and 9. Show your answers to your teacher.
10. They tell the location of a place compared to another place.

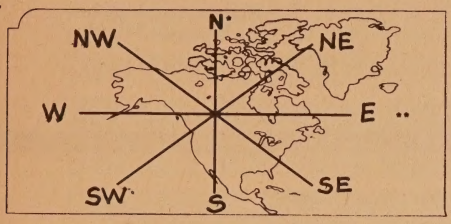
LESSON 7

PAGE 30 PART ONE

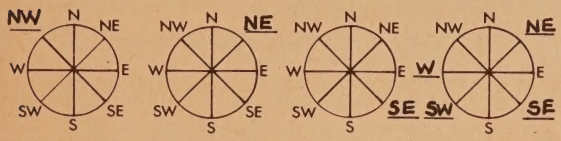
1. a. Northwest
   b. Northeast
   c. Southwest
   d. Southeast
2. cardinal
3. intermediate directions

PAGE 31 PART TWO

1.



2.



3. southeast
4. northeast
5. southeast

PAGES 32 and 33 PART THREE

1.

2. a
3. c
4. c
5. b
6. c
7. c
8. c
9. a
10. b

CUT ALONG THIS LINE

LESSON 8

PAGE 34 PART ONE

1. 2 centimeters
2. 1 centimeter

PAGE 35 PART TWO

1. 100 meters
2. 600 meters
3. 300 meters
4. 400 meters

PAGES 36 and 37 PART THREE

1. 6 kilometers
2. 4 kilometers
3. 4 kilometers
4. 2 kilometers
5. 3 kilometers
6. a
7. c
8. a

PAGE 39 PART FOUR

1. 2
2. north
3. northwest
4. 1
5. northeast
6. 2
7. west
8. 3
9. b
10. c

LESSON 9

PAGE 40 PART ONE
1. legend
2. b
3. Show your work to your teacher.
4. c

PAGE 41 PART TWO
1. 2
2. park
3. 6
4. Carter Circle
5. 2
6. 3
7. Benton Street
8. Willard Street

PAGES 42 and 43 PART THREE
1. green
2. brown
3. yellow
4. Asia
5. north
6. less than 10 inches
7. 20 to 40 inches
8. b
9. more than 80 inches
10. purple

PAGES 44 and 45 PART FOUR
1. 200 meters to 500 meters
2. 200 meters to 500 meters
3. 500 meters to 1,000 meters
4. pine forests
5. cactus
6. small bushes
7. grasslands
8. **1.** grasslands
   2. hardwood forests
   3. pine forests
9. tropical forests

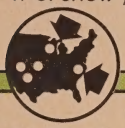
LESSON 10

PAGES 46 and 47 PART ONE
1, 3, 5,
6.-12. Show your work to your teacher.

PAGE 48 PART TWO
1.-5. Show your work to your teacher.

PAGE 49 PART THREE
1.-4. Show your work to your teacher.

PAGE 50 PART FOUR
1.-10. Show your work to your teacher.



LESSON 11

PAGE 52 PART ONE
A. Lake Superior
B. Lake Michigan
C. Lake Huron
D. Lake Erie
E. Lake Ontario
F. Ohio River
G. Mississippi River

PAGE 53 PART TWO
1. F
2. C
3. A
4. G
5. H
6. a. Lake Superior
   b. Lake Michigan
   c. Lake Huron
   d. Lake Erie
   e. Lake Ontario

PAGE 54 PART THREE
1. H
2. C
3. D
4. M
5. N
6. L
7. K
8. I
9. J
10. P

LESSON 12

PAGES 55 and 56 PART ONE
1. Andes Mountains
2. Moderate
3. c
4. U.S.S.R.

PAGES 57 and 58 PART TWO
1. b
2. c
3. a. D
   b. S
   c. S
   d. S
   e. D
   f. D
4. U.S.A.
5. Canada
6. a
7. a
8. Answers will vary.
9. Answers will vary.
10. a

PAGE 59 PART THREE
1. 8
2. Because it's in the middle of the nation.
3. Cabba
4. Because they produce the same products.
5. Ban
6. Because they couldn't survive on their own.
7. Ceeb
8. Because people could find work most easily.

Skills Index

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Jesus Teaches about Love for Enemies

"You have heard that it was said, 'Love your friends, hate your enemies.' But now I tell you: love your enemies and pray for those who persecute you, so that you may become the sons of your Father in heaven. For he makes his sun to shine on bad and good people alike, and gives rain to those who do good and to those who do evil. Why should God reward you if you love only the people who love you? Even the tax collectors do that! And if you speak only to your friends, have you done anything out of the ordinary? Even the pagans do that! You must be perfect—just as your Father in heaven is perfect."

Matthew 5.43-48

Remember: "Happy are those who are merciful to others;
God will be merciful to them!"

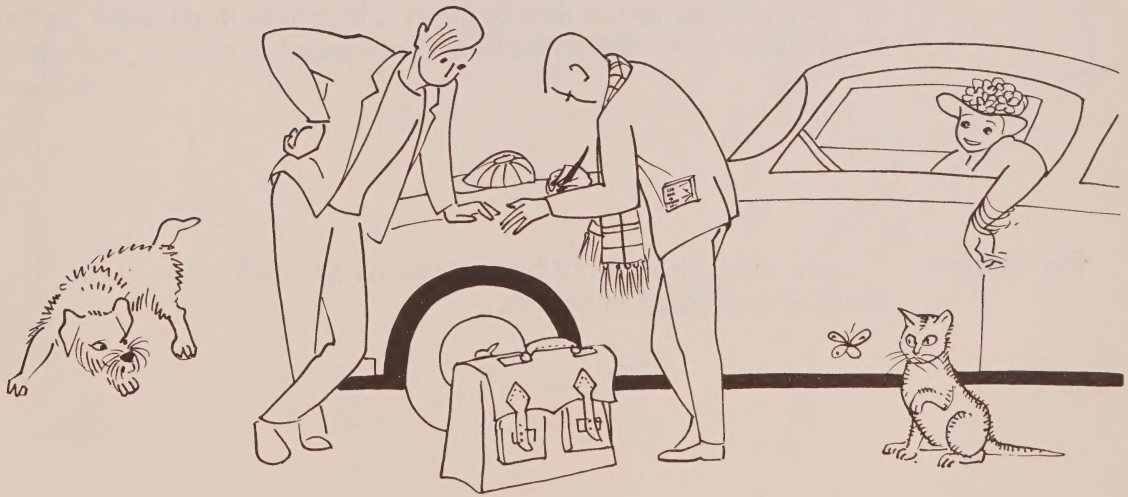
Matthew 5.7

and

"Love your enemies, do good to those who hate you, . . . and pray for those who mistreat you."

Luke 6.27b, 28b

GOOD NEWS FOR QUARRELING AND ANGRY PEOPLE



Jesus Makes Friends of Those Who Have No Friends

Jesus left that place, and as he walked along, he saw a tax collector, named Matthew, sitting in his office. He said to him, "Follow me."

Matthew got up and followed him.

While Jesus was having a meal in Matthew's house, many tax collectors and other outcasts came and joined Jesus and his disciples at the table. Some Pharisees saw this and asked his disciples, "Why does your teacher eat with such people?"

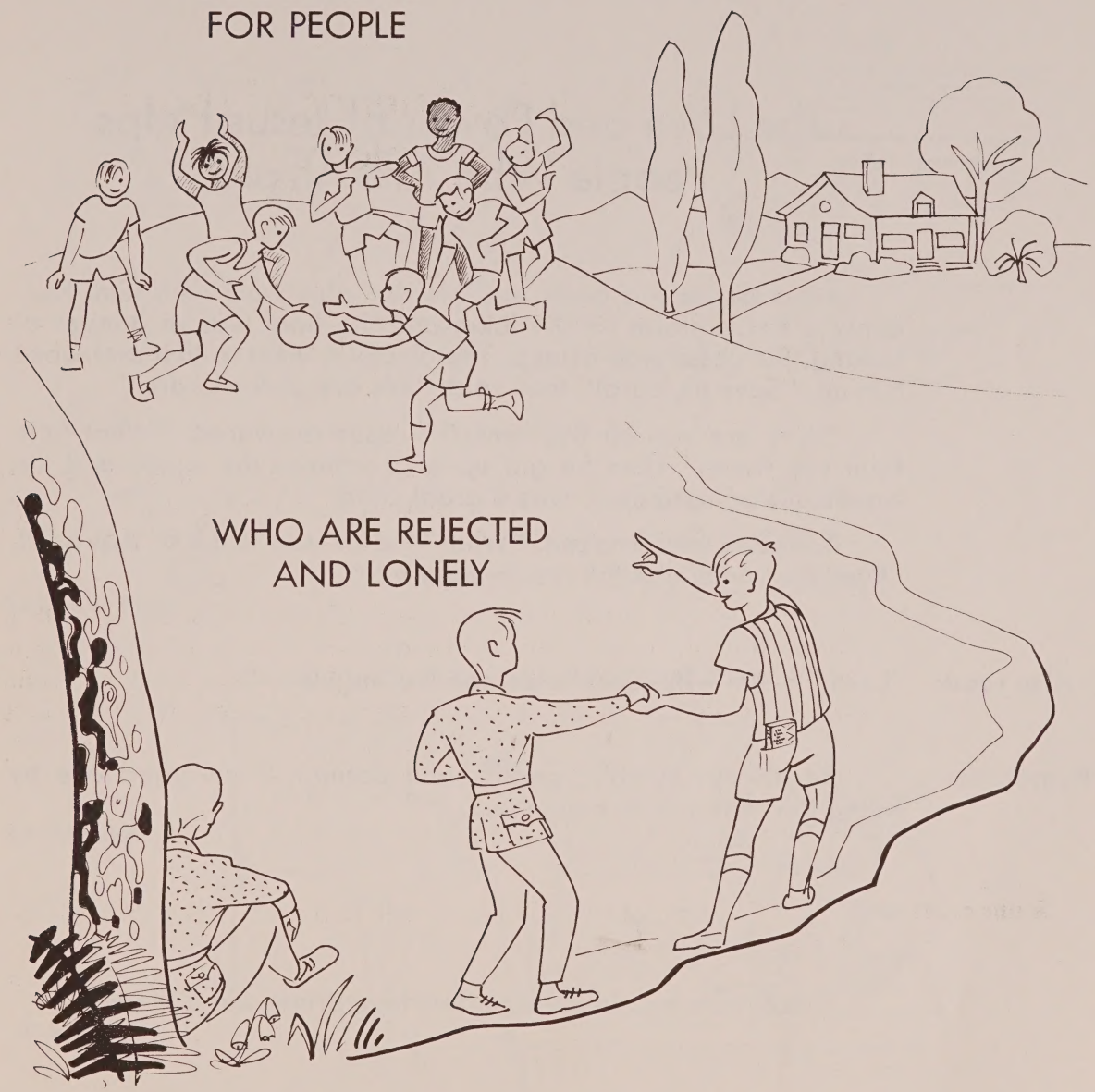
Jesus heard them and answered, "People who are well do not need a doctor, but only those who are sick. Go and find out what is meant by the scripture that says: 'It is kindness that I want, not animal sacrifices.' I have not come to call respectable people, but outcasts."

Matthew 9.9-13

Remember: . . . love should not be just words and talk; it must be true love, which shows itself in action.

1 John 3.18

GOOD NEWS
FOR PEOPLE



WHO ARE REJECTED
AND LONELY

The Love and Power of Jesus Helps People Who Are Afraid

Jesus got into a boat, and his disciples went with him. Suddenly a fierce storm hit the lake, and the boat was in danger of sinking. But Jesus was asleep. The disciples went to him and woke him up. "Save us, Lord!" they said. "We are about to die!"

"Why are you so frightened?" Jesus answered. "What little faith you have!" Then he got up and ordered the winds and the waves to stop, and there was a great calm.

Everyone was amazed. "What kind of man is this?" they said. "Even the winds and the waves obey him!"

Matthew 8.23-27

Also read: Luke 2.8-20 The Shepherds and the Angels

Remember: Be always humble, gentle, and patient. Show your love by being tolerant with one another.

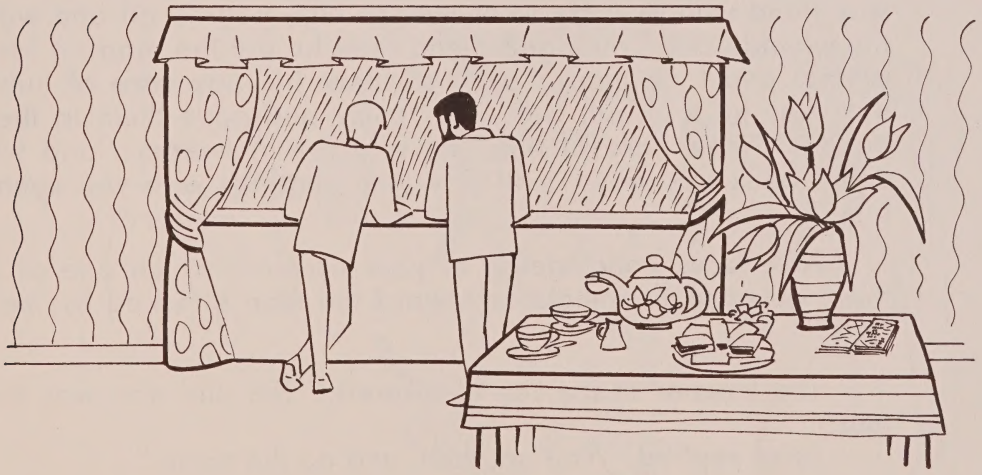
Ephesians 4.2

and

There is no fear in love; perfect love drives out all fear.

1 John 4.18a

GOOD NEWS FOR PEOPLE WHO ARE AFRAID



Jesus Teaches You to Help People in Trouble

A teacher of the Law came up and tried to trap Jesus. "Teacher," he asked, "what must I do to receive eternal life?"

Jesus answered him, "What do the Scriptures say? How do you interpret them?"

The man answered, " 'Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind'; and 'Love your neighbor as you love yourself.' "

"You are right," Jesus replied; "do this and you will live."

But the teacher of the Law wanted to justify himself, so he asked Jesus, "Who is my neighbor?"

Jesus answered, "There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. It so happened that a priest was going down that road; but when he saw the man, he walked on by on the other side. In the same way a Levite also came there, went over and looked at the man, and then walked on by on the other side. But a Samaritan who was traveling that way came upon the man, and when he saw him, his heart was filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him. The next day he took out two silver coins and gave them to the innkeeper. 'Take care of him,' he told the innkeeper, 'and when I come back this way, I will pay you whatever else you spend on him.' "

And Jesus concluded, "In your opinion, which one of these three acted like a neighbor toward the man attacked by the robbers?"

The teacher of the Law answered, "The one who was kind to him."

Jesus replied, "You go, then, and do the same."

Luke 10.25-37

Remember: Ask God to bless those who persecute you—yes, ask him to bless, not to curse.

Romans 12.14

GOOD NEWS FOR PEOPLE IN TROUBLE

Jesus Helps People Who Worry about Their Problems

At that time Jesus said, "Father, Lord of heaven and earth! I thank you because you have shown to the unlearned what you have hidden from the wise and learned. Yes, Father, this was how you were pleased to have it happen.

"My Father has given me all things. No one knows the Son except the Father, and no one knows the Father except the Son and those to whom the Son chooses to reveal him.

"Come to me, all of you who are tired from carrying heavy loads, and I will give you rest. Take my yoke and put it on you, and learn from me, because I am gentle and humble in spirit; and you will find rest. For the yoke I will give you is easy, and the load I will put on you is light."

Matthew 11.25-30

Remember: ". . . I tell you not to worry about the food you need to stay alive or about the clothes you need for your body. Life is much more important than food, and the body much more important than clothes."

Luke 12.22b-23

GOOD NEWS FOR WORRIED PEOPLE

Jesus Cares for Sick People

While Jesus was saying this, some messengers came from Jairus' house and told him, "Your daughter has died. Why bother the Teacher any longer?"

Jesus paid no attention to what they said, but told him, "Don't be afraid, only believe." Then he did not let anyone else go on with him except Peter and James and his brother John. They arrived at Jairus' house, where Jesus saw the confusion and heard all the loud crying and wailing. He went in and said to them, "Why all this confusion? Why are you crying? The child is not dead—she is only sleeping!"

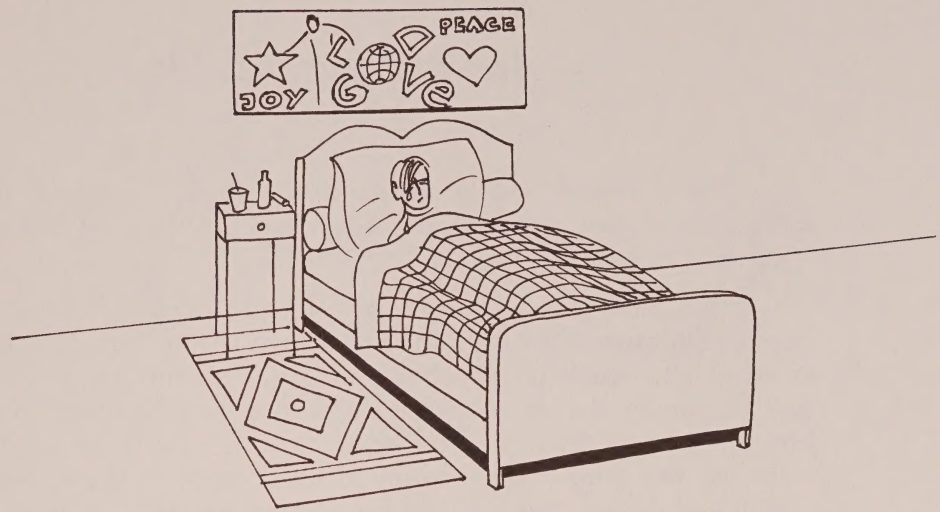
They started making fun of him, so he put them all out, took the child's father and mother and his three disciples, and went into the room where the child was lying. He took her by the hand and said to her, "*Talitha, koum,*" which means, "Little girl, I tell you to get up!"

She got up at once and started walking around. (She was twelve years old.) When this happened, they were completely amazed. But Jesus gave them strict orders not to tell anyone, and he said, "Give her something to eat."

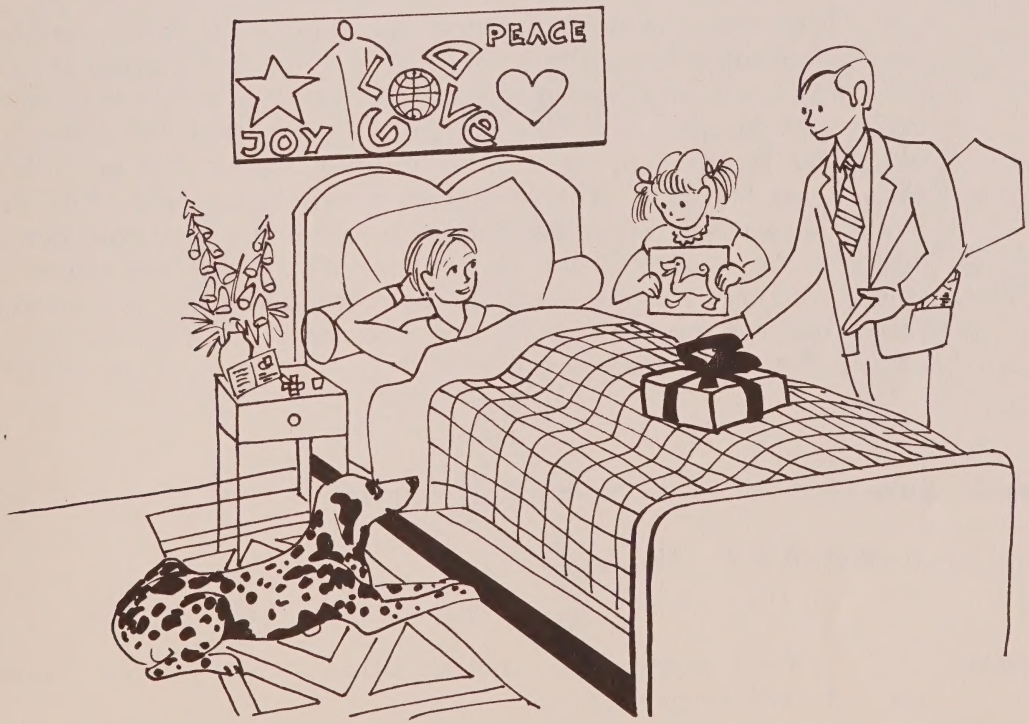
Mark 5.35-43

Remember: The LORD will help them when they are sick and will restore them to health.

Psalm 41.3



GOOD NEWS FOR THOSE WHO ARE SICK



Jesus Forgives Us

Then Peter came to Jesus and asked, "Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?"

"No, not seven times," answered Jesus, "but seventy times seven, because the Kingdom of heaven is like this. Once there was a king who decided to check on his servants' accounts. He had just begun to do so when one of them was brought in who owed him millions of dollars. The servant did not have enough to pay his debt, so the king ordered him to be sold as a slave, with his wife and his children and all that he had, in order to pay the debt. The servant fell on his knees before the king. 'Be patient with me,' he begged, 'and I will pay you everything!' The king felt sorry for him, so he forgave him the debt and let him go.

"Then the man went out and met one of his fellow servants who owed him a few dollars. He grabbed him and started choking him. 'Pay back what you owe me!' he said. His fellow servant fell down and begged him, 'Be patient with me, and I will pay you back!' But he refused; instead, he had him thrown into jail until he should pay the debt. When the other servants saw what had happened, they were very upset and went to the king and told him everything. So he called the servant in. 'You worthless slave!' he said. 'I forgave you the whole amount you owed me, just because you asked me to. You should have had mercy on your fellow servant, just as I had mercy on you.' "

Matthew 18.21-33

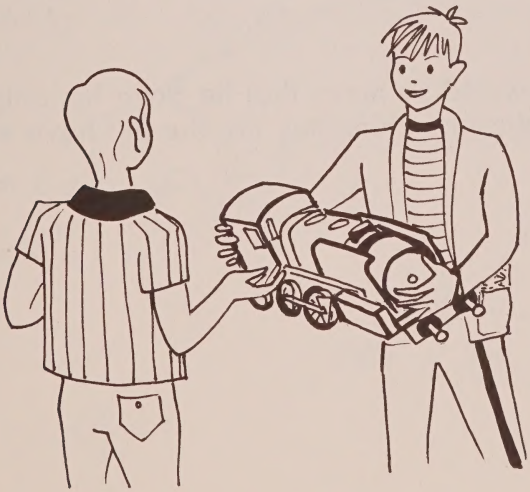
Also read: Luke 23.32-34 Jesus on the Cross Forgives

Matthew 6.7-15 The Lord's Prayer

Remember: . . . if we confess our sins to God, he will keep his promise . . . he will forgive us . . .

1 John 1.9

GOOD NEWS! JESUS FORGIVES US



God Is Love

Dear friends, let us love one another, because love comes from God. Whoever loves is a child of God and knows God. Whoever does not love does not know God, for God is love. And God showed his love for us by sending his only Son into the world, so that we might have life through him. This is what love is: it is not that we have loved God, but that he loved us and sent his Son to be the means by which our sins are forgiven.

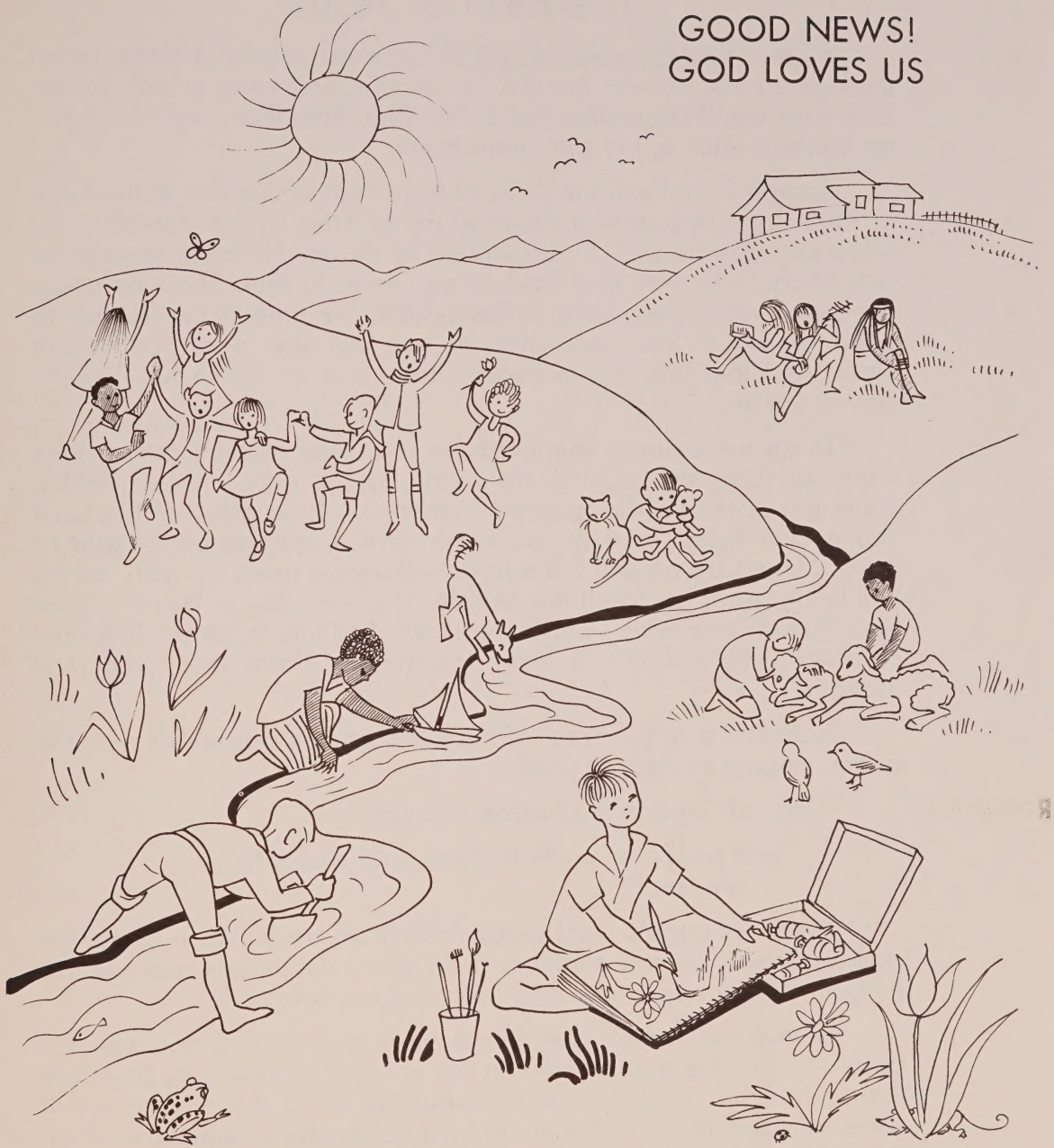
Dear friends, if this is how God loved us, then we should love one another. No one has ever seen God, but if we love one another, God lives in union with us, and his love is made perfect in us.

1 John 4.7-12

Remember: . . . God loved the world so much that he gave his only Son, so that everyone who believes in him may not die but have eternal life.

John 3.16

GOOD NEWS!
GOD LOVES US



The Birth of Jesus

At that time Emperor Augustus ordered a census to be taken throughout the Roman Empire. When this first census took place, Quirinius was the governor of Syria. Everyone, then, went to register himself, each to his own home town.

Joseph went from the town of Nazareth in Galilee to the town of Bethlehem in Judea, the birthplace of King David. Joseph went there because he was a descendant of David. He went to register with Mary, who was promised in marriage to him. She was pregnant, and while they were in Bethlehem, the time came for her to have her baby. She gave birth to her first son, wrapped him in cloths and laid him in a manger—there was no room for them to stay in the inn.

There were some shepherds in that part of the country who were spending the night in the fields, taking care of their flocks. An angel of the Lord appeared to them, and the glory of the Lord shone over them. They were terribly afraid, but the angel said to them, "Don't be afraid! I am here with good news for you, which will bring great joy to all the people. This very day in David's town your Savior was born—Christ the Lord! And this is what will prove it to you: you will find a baby wrapped in cloths and lying in a manger."

Suddenly a great army of heaven's angels appeared with the angel, singing praises to God:

"Glory to God in the highest heaven,

and peace on earth to those with whom he is pleased!"

When the angels went away from them back into heaven, the shepherds said to one another, "Let's go to Bethlehem and see this thing that has happened, which the Lord has told us."

So they hurried off and found Mary and Joseph and saw the baby lying in the manger. When the shepherds saw him, they told them what the angel had said about the child. All who heard it were amazed at what the shepherds said. Mary remembered all these things and thought deeply about them. The shepherds went back, singing praises to God for all they had heard and seen; it had been just as the angel had told them.

Luke 2.1-20

GOOD NEWS—GOD SENT US HIS SON!

Draw your own picture of the Christmas story.

The Resurrection

After the Sabbath, as Sunday morning was dawning, Mary Magdalene and the other Mary went to look at the tomb. Suddenly there was a violent earthquake; an angel of the Lord came down from heaven, rolled the stone away, and sat on it. His appearance was like lightning, and his clothes were white as snow. The guards were so afraid that they trembled and became like dead men.

The angel spoke to the women. "You must not be afraid," he said. "I know you are looking for Jesus, who was crucified. He is not here; he has been raised, just as he said. Come here and see the place where he was lying. Go quickly, now, and tell his disciples, 'He has been raised from death, and now he is going to Galilee ahead of you; there you will see him!' Remember what I have told you."

So they left the tomb in a hurry, afraid and yet filled with joy, and ran to tell his disciples.

Suddenly Jesus met them and said, "Peace be with you." They came up to him, took hold of his feet, and worshiped him. "Do not be afraid," Jesus said to them. "Go and tell my brothers to go to Galilee, and there they will see me."

Matthew 28.1-10

GOOD NEWS—HE LIVES!

Draw your own picture of the Easter story.

Psalm 150

Praise the LORD!

Praise God in his Temple!
Praise his strength in heaven!
Praise him for the mighty things he has done.
Praise his supreme greatness.

Praise him with trumpets.
Praise him with harps and lyres.
Praise him with drums and dancing.
Praise him with harps and flutes.
Praise him with cymbals.
Praise him with loud cymbals.
Praise the LORD, all living creatures!

Praise the LORD!

Psalm 150

Remember: So I will not be silent;
I will sing praise to you.
LORD, you are my God,
I will give you thanks forever.

Psalm 30.12

GOOD NEWS—PRAISE THE LORD!

Draw your own picture—or write a poem or a story about "Praise God."

Jesus Blesses Children

Some people brought children to Jesus for him to place his hands on them, but the disciples scolded the people. When Jesus noticed this, he was angry and said to his disciples, "Let the children come to me, and do not stop them, because the Kingdom of God belongs to such as these. I assure you that whoever does not receive the Kingdom of God like a child will never enter it." Then he took the children in his arms, placed his hands on each of them, and blessed them.

Mark 10.13-16

(A picture of Jesus blessing little children appears on the front cover.)

These stories and Bible verses are parts of the Good News Bible. Ask your parents or your teacher to show you the entire Bible. You can get your own copy from the

AMERICAN BIBLE SOCIETY
1865 Broadway
New York, N. Y. 10023

Eng. Sel. TEV 690 P
ABS-1978-55,000-L-2-06845

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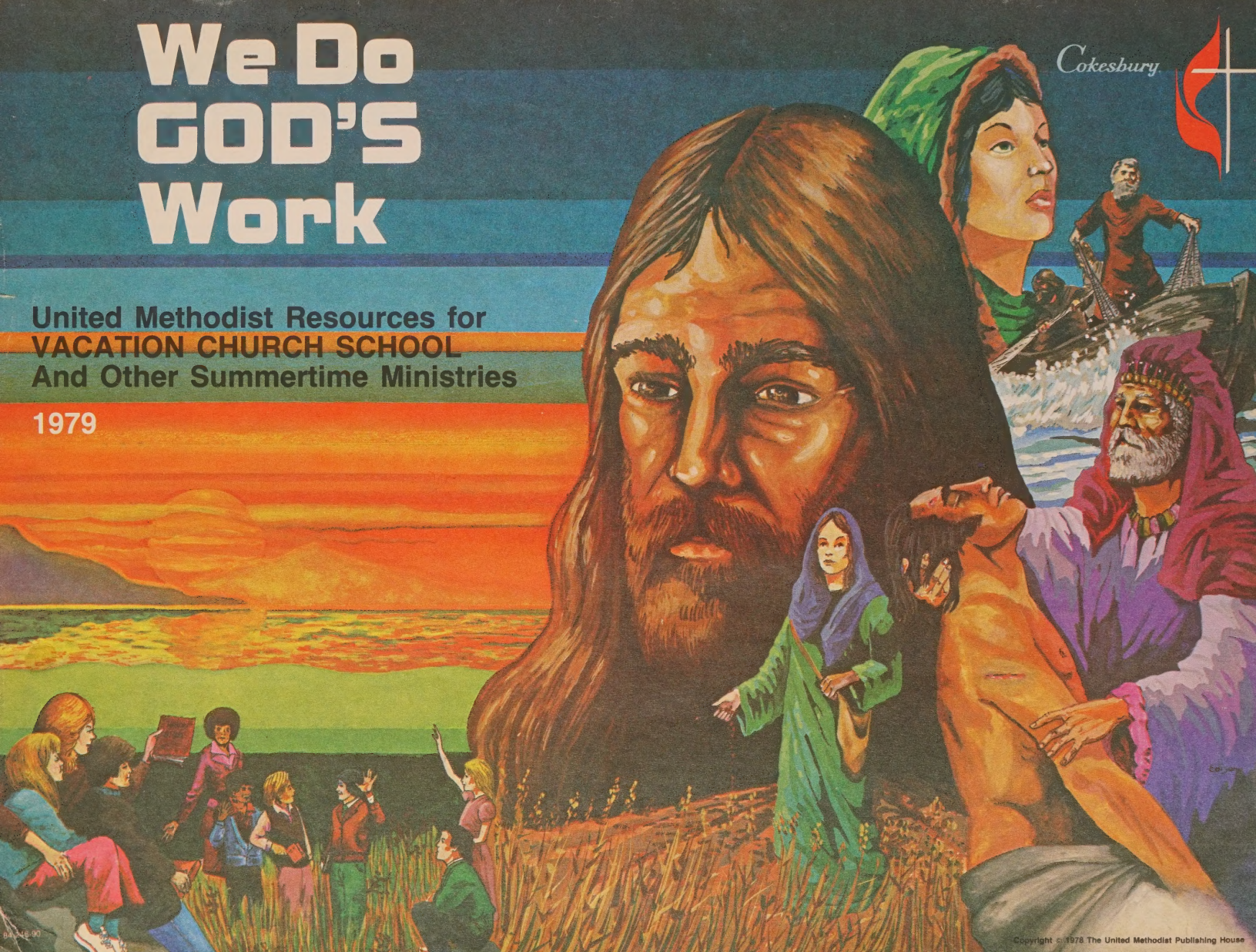
We Do GOD'S Work

Cokesbury

United Methodist Resources for
VACATION CHURCH SCHOOL
And Other Summertime Ministries

1979



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PLANNING

Your Church's Summertime Ministries

WHEN: **Right Now . . . as soon as possible**

HOW: Call a meeting of your church's planning committee to:

- **Determine your church's needs:**
  Who will be served? ——— children, ——— youth, ——— young adults, ——— adults, ——— older adults, ——— others.
  What are their special needs/interests? How can you get and keep these persons involved?
- **Set goals:**
  Decide what you want to accomplish and why. Be specific! Set a target date for accomplishment, by whom it is to be done, ideas for how to get it done.
- **Decide on programs/events:**
  Explore the possibilities and decide which will best meet your goals. Select from the list included here—use it as is, or adapt it for your own special needs.
- **Set dates—at least tentatively:**
  Suggest a general time for each event—early summer, evenings, weekend, etc.—then let the committee for each event set firm dates.
- **Delegate responsibilities:**
  Decide who will be responsible for each program/event. Enlist the cooperation of individuals and/or standing committees.
- **Discover training opportunities:**
  Check with your Conference Office or District Superintendent's Office to discover any training events which would be helpful to leaders in the program/events you have planned.

WHAT NEXT:

- **Meet to make detailed plans for each event:**
  The schedule below is suggested for a vacation school committee. It is easily adaptable as a guide for committees responsible for other summertime programs/events you may plan.
- **Use Curric-U-Phone®:**
  For additional help about what resources to use and how to use them, call toll-free Curric-U-Phone®—800/251-8591. (In Tennessee, 615/794-6482 collect.)
- **Order Resources:**
  Use the Order Blank in the center of this catalog to order the resources you will need for your summertime programs. Allow 8 to 10 weeks for delivery.

WHAT LAST: **Review your accomplishments:**
Did you achieve your goals? Why or why not? What suggestions do you and your teachers/leaders have for next year? What follow-up needs to be planned?

Your church's summertime activities are an important link to keeping members of all ages in contact with the on-going program of the church. Vacation Church School makes a special contribution to summer learning experiences because it is concentrated, it offers a balanced program of Christian Education, and nurtures unchurched children and adults. Consider these values of Vacation Church School as you plan for summertime ministries in your church.

PROGRAMS and EVENTS for SUMMER: WHERE RESOURCES ARE DESCRIBED . . .

PROGRAM	Where to Find In This Catalog	Where to Find In Planbooks
Vacation School	pp. 5-10	Children's p. 14
Day Camp	pp. 5-10; 14, 15	Youth p. 23 Children's p. 36
Outdoor Experiences for: ——Children ——Youth ——Other Groups	 pp. 4, 14 pp. 4, 14 p. 4	 Children's p. 36 Youth pp. 23, 32 All
Youth Retreats/Study Groups	p. 10	Youth pp. 22, 32
Intergenerational Groups	pp. 13, 15	Children's p. 39 Youth p. 40
Adult Study Groups	pp. 12, 13	Adult pp. 16, 17
Parent/Family Groups	pp. 4,13	Adult pp. 16, 17
Mission Study: ——Children ——Youth ——Adult		 Children's p. 36 Youth p. 32 Adult pp. 21, 22
Others You May Plan	p. 4	All

NOTE:
All planbook pages refer to the 1978-79 editions. Similar information can be found in the 1979-80 planbooks. Use the order blank in this catalog to order planbooks.

THE COVER: **Using the 1979 Vacation Church School theme: "We Do God's Work," the cover portrays examples from Jesus' life and teachings, and from life today.** ——*Artist Edison Travelstead.*

PLANNING
For a Vacation Church School

The time schedule suggested here should be adapted to the amount of time you have. Planning can be done in less time, but it probably won't be as thorough. Begin as early as possible! Be sure to order early so your resources will arrive in plenty of time for your school . . . or pick up your resources at your Cokesbury Bookstore.

WHEN:	HOW:	Our date for this:
NOW!	**Get Ready to Start**	
	• **Set a date** for the Vacation School Committee to meet.	
	• **Order VCS Kits** (see page 16) so that the Committee can select resources for your Vacation Church School	
	• **Order *Vacation Time, Leisure Time, Any Time You Choose*** (see page 4)—one or more copies—to use as a guide for planning.	
	• **Order Teaching Yourself to Teach** (see page 4) to use for teacher/leader training.	
	• **Order Vacation Ventures Examination Kits** (see page 15) so that the committee can select resources for your Vacation Church School.	
4-6 months ahead*	**Meet to Make Plans**	
	• **Use *Vacation Time, Leisure Time, Any Time You Choose*** as a guide.	
	• **Decide who will be involved** in your Vacation Church School: nursery through early teens, all ages (a family school), only children, etc.	
	• **Set the date** for your Vacation Church School: keep in mind other programs/events which your church or community has scheduled to avoid conflicts where possible.	
	• **Plan for recruiting and training leaders:** How many will be needed? Who is available? How can they be trained? Are there Conference or District training events being held? Preview *Teaching Yourself to Teach* and decide how it can be used. Will additional kits or workbooks be needed? If so, order them now.	
	• **Decide which printed resources** you will use: look at the contents of the VCS or VVS kit(s) and decide what you will use.	
	• **Think about how you will publicize** your Vacation Church School; for help, see page 11. Add the necessary quantity of posters, postcards, etc. to your order.	
	• **Order resources for leaders now!** Estimate the number of leaders in your Vacation Church School. Will you need additional resources beyond those in the Kit? If so, order enough to provide a teacher/leader guide and a student resource for each leader and a teaching packet and the preferred resources for each class. Use the form from the VCS or VVS kit or from this catalog.	

WHEN:	HOW:	Our date for this:
3-4 months ahead	**Recruit Leaders**	
	• **Make a personal call** on each prospective teacher/leader. Show them the resources to be used (teacher/leader guide, student resources, and other resources). Tell them about training opportunities that are planned. Think positively, and expect "yes" for the answer.	
2-3 months ahead	**Training/Planning Off to a Good Start**	
	• **Complete plans** for and hold training events.	
	• **Hold planning sessions** for each age level or group in your Vacation Church School.	
	• **Ask each teacher/teaching team to turn in a "request list"** of needs—supplies, audio-visuals, equipment, recognition certificates, etc.	
8-10 weeks ahead	**Order Materials and Supplies**	
	• **Estimate** the number of students in your Vacation Church School and order a student resource for each one. Are additional teacher/leader guides needed? Teaching packets? Order these now. Compile your other needs from the "request lists" and add these to your order.	
	• **Have your Curriculum Resources Secretary send in your order,** using the Order Form in his/her copy of this catalog. Be sure to allow at least 4 weeks for delivery.	
2-6 weeks ahead	**Training/Planning Completed**	
	• **Complete training!** Be sure that all teachers/leaders have an opportunity to use *Teaching Yourself to Teach.*	
	• **Assign room space** for each group: keep in mind the size of the group and the kinds of activities planned.	
	• **Schedule the use of play areas** and other "shared space" if necessary.	
	• **Check** to see that all teaching teams have planned for their groups.	

WHEN:	HOW:	Our date for this:
2-4 weeks ahead	**Spread the News**	
	• **Begin an intensive promotion** of your Vacation Church School.	
	• **Display posters**—use the posters you ordered and/or have a contest for children and teenagers to make posters telling about your Vacation Church School.	
	• **Use your weekly newsletter,** Sunday worship bulletin, and neighborhood newspaper for articles telling about your school.	
	• **Encourage every one**—teachers, ministers, parents—to talk about your school.	
1-2 weeks ahead	**Check to Make Sure**	
	• **All materials** and supplies are on hand.	
	• **All equipment** is in working condition.	
	• **Postcard invitations** are ready to mail—and in the mail.	
The time is NOW!	**Vacation Church School in Session**	
1-2 weeks later	**Thinking About What Happened**	
	• **Evaluate your school.** Include all teachers/leaders. You might have a "celebration lunch" or "dessert party" to help get everyone there.	
	• **Note suggestions for next year.**	
	• **Note suggestions for immediate follow-up:** —other events growing out of your Vacation Church School. —families to call on —strengths and/or problems for other teachers/leaders to follow-up.	
2-3 weeks later	**Looking Ahead**	
	• **Meet** with minister(s) and leaders from other areas: Christian education, evangelism, social concerns, etc.—to share evaluations, suggestions, insights.	
	• **Make concrete plans** for follow-up—now . . . or next year!	

Resources for Administrators and Planners

For Planners . . .

Vacation Time . . . Leisure Time . . . Any Time You Choose

Sixty-four pages of creative ideas to help you in planning the use of valuable vacation and other leisure time in your church program. This imaginative guide covers every facet of vacation/leisure ministry—program structuring, planning and evaluation. Creative suggestions on how to use the vacation church school, learning center, out-door festival, and camping experience to enrich your church's summer/leisure activities. Includes practical guidelines and procedures for almost every situation. (AP) Order No. **7887** Paper, **2.25**

Designed with Teachers and Leaders in Mind . . .

Teaching Yourself to Teach

This multi-media self-instruction kit is designed for use by individual teachers, a teaching team or a larger group. It helps teachers understand how people learn, what they are like at each age level (nursery through adult), and how to plan and carry out sessions. The kit includes a use guide, filmstrip with two flex records and script, two sets of folders on teaching skills and age-level characteristics, a booklet: "Mind-stretchers," and a workbook (you'll need one for each person using the kit). (AP) Order No. **7898** Kit **8.95**
Order No. **7901** Additional Workbooks Each, **50¢**

Methods and Skills for Teaching Youth

Use this self-instruction resource to become a more effective teacher/leader of youth in the summer or anytime. Leaflets cover such topics as "Using the Bible in the Classroom," "Discussion and Its Variations," "Learning in Small Groups," and "Learning Through Play." Also included are a one-hour cassette tape, and wall chart. Order No. **8016** **6.95**

How To Lead a Discussion

As a result of using this Skill Training Package, leaders of adults should be able to identify at least five essential factors in leading a successful discussion, absorb at least three new ideas, list changes in the ways discussions should be led, outline a teaching plan using the curriculum resources, and more. Use with several teachers, small groups, or individual study. Worksheets have symbols to cue in taped discussion. 1 hour cassette and 7 leaflets. (GI) Order No. **8404** **5.95**

For Administrators of Outdoor Experiences . . .

Church Camping, *by Robert Pickens Davis.* An administrative manual for sponsoring units, planning committees, and directors of church camps. Completely annotated list of source material. (PD)
Order No. **7912** Paper, **3.95**

Toward Excellence in Church Camping: A Manual on Standards and Objectives, *edited by Ted Witt.* A provocative guidebook filled with information on the purpose, goals, and standards for church camping for all ages and in a variety of situations. (EB)
Order No. **7978** **1.00**

Let's Do More with Children, *by Emma Jane White.* New and creative approaches for providing fun-filled learning experiences in children's ministry. (EB)
Order No. **7694** **95¢**

Let's Go Outdoors with Children: An Administrative Guide for Grades 1-4, *by Richard and Betty Purchase.* A comprehensive manual which suggests a wide variety of settings for outdoor activities and shows how to link pleasurable learning with these experiences. (WP)
Order No. **7752** **1.50**

Planning Outdoor Christian Education: An Administrative Guide for Planners of Outdoor Experience with Older Boys and Girls, *by Ronald K. Johnson.* The "why" of Christian outdoor education, the program, characteristics of the age level, suggested activities, and many more helps. (UI) Order No. **7774** **1.95**

Family Camping: Five Designs for Your Church, *by John D. Rozeboom.* A valuable guidance manual for church leaders planning church-sponsored family camping. (EB) Order No. **7741** **1.00**

Adventures with Older Adults to Outdoor Settings, *by George B. Ammon.* How to determine, establish, and maintain appropriate outdoor activities for a given group. (UI) Order No. **7785** **1.80**

Camping with Retarded Persons, *by LaDonna Bogardus.* Provides vital and helpful information needed by leaders for enjoyable experience with these persons who have special needs. (EB)
Order No. **7810** **1.10**

Let's Do More with Persons with Disabilities, *edited by Emma Jane White.* Recorded case studies of successful and effective specialized ministries of different churches across the country. (EB)
Order No. **7945** **1.00**

We Do GOD's Work with CHILDREN

Summer offers exciting opportunities for ministry with children. Based on this summer's VCS theme, "We Do God's Work," these resources can help you make the most of every opportunity. In addition to your regular Vacation Church School, plan summer activities in other settings. For outdoor education ideas, see pages 4 and 14 of this catalog. Other study opportunities are suggested in the 1978-79 *Children's Planbook*, pages 34-41.

VCS UNITED METHODIST/ CHRISTIAN STUDIES SERIES
designed for use in United Methodist vacation church schools.

COOPERATIVE/ VACATION VENTURES SERIES
Recommended for use in cooperative and interdenominational schools.

ICUC COOPERATIVE SERIES FOR INNER CITY OR URBAN CHURCHES
Planned with city settings and the needs of city children in mind.

Nursery

VCS United Methodist/Christian Studies Series for Nursery three- and four-year-olds

GOD LOVES ME

Nursery children learn about some of the many ways God shows his love—through family members; through neighborhood and church friends; through the natural world; and through the Bible. (GI)

Nursery 3-4 Storybooks, VCS Set #2. Two delightful 16-page books: "My Family" introduces children to families of different sizes and compositions, and helps them compare their own families with others. In "Come and Look," children learn to discover the natural world through sight, taste, touch, smell, and hearing. Order one set per child.
Order No. **7796** **60¢**

Nursery 3-4 Guidebook, VCS. Session-by-session plans for five to ten lessons help you pace learning activities and meet interests and abilities of nursery children. Prayers, poems, stories, Bible material, and many enrichment features are included to help you in guiding children to become more aware of God's love. Order No. **7730** **2.05**

Nursery 3-4 Class Packet, VCS. The ten pieces in this multi-media kit are especially designed to help make each session interesting and fun for both children and leaders. A community scene with building cut-outs leads children to think about places they see around them where people show God's love. A storybook and two story pictures are also included, as well as posters and song cards. For a change-of-pace, the soundsheet (soft vinyl record) has a story, prayer song, and music. Order one per class.
Order No. **7763** **4.75**

Preferred Audio-Visual

Stories to See and Hear, Vol. 1 and 2. Children can follow the words and color illustrations while stories play on the records. The storybooks help children learn about the church, families, friends, God and his plan, giving thanks, and expecting a new baby. Each volume has four storybooks and two 7" 33⅓ rpm records. Order one for each class.
Order No. **7661** Volume 1. **10.50**
Order No. **7672** Volume 2. **10.50**

Preferred Resource

FOR ADULTS
Christian Living With Young Children. Parents, planners, and teachers will find guidance for their ministries with children in this multi-media self-instruction kit for use by individuals or groups. The kit contains a cassette tape, 3 filmslips with scripts, 10 worksheets, 2 study pamphlets, and a guide.
Order No. **7821** **9.95**

Cooperative/Vacation Ventures Series for three-year-olds

I WONDER ABOUT GOD'S WORLD

Nursery children are helped to wonder—about God, about the world around them, and about their place in the world. As they think about these things, they discover that life is full of choices and offered opportunities for making choices. (AP)

Leader's Guide. This flexible guide provides for five to ten or more sessions and includes Bible material, creative activities, stories, songs, and games to help you plan for the best study ever! Especially helpful is a feature on what to expect of three's. **2.35**

Student's Book. This book of "wonderings" is a colorful journey in light-hearted verse through the world of a three-year-old. Children learn to think about themselves, their world, other people, and God. **90¢**

Resource Packet. Includes a large poster showing nursery classroom scenes, song charts to help teachers add variety to sessions, and Bible verses, a record with songs and stories, and copies of a letter to send to parents. **6.95**

Cokesbury has a children's series especially for *your* setting!

Kindergarten

United Methodist/Christian Studies Series for Kindergarten four-, five-, and six-year-olds

GOD CARES

As kindergartners study this unit, they will become aware that God is constantly showing his love for them through families, friends, the teachings of Jesus, and the natural world. The unit is planned to help them find ways to celebrate God's gift of love themselves. (GI)

Kindergarten Pupil's Leaflets, VCS. Bible stories of Ruth, Paul, the fishermen, and Jesus help kindergartners learn about how God cares. Suggestions for stargazing, making rhythm instruments, and a rebus make learning more fun. Eight 4-page illustrated leaflets, with teacher's helps. Order No. **7080** **70¢**

Kindergarten Guidebook, VCS. Step-by-step directions help teachers plan and prepare five sessions, with additional suggestions for up to ten sessions. Guidance for using pupil leaflets is given, and activities outlined to help children explore the major idea of each session. Order No. **7023** **2.05**

Kindergarten Class Packet, VCS. Encourage children to talk about ways God cares for everyone as you use the learning and growing materials in this packet. The packet leader's guide has suggestions for enriching sessions with family circle cut-outs, a teaching picture, picture cube featuring stories about Jesus, a mobile, balloon, phonograph record, and gameboard. Order No. **7056** **4.75**

Preferred Audio-Visual

Let's Play Together. This record and accompanying accordion fold-out book provide action stories and games with music which support the theme that playing together is fun and that cooperation and sharing are what helps make it even more fun. The book allows the children to "read the book" as they listen to the record. Order No. **7160** **6.95**

Preferred Resources

FOR CHILDREN

The Me I See, *by Barbara Shook Hazen.* When you look in a mirror, what do you see? You see the me you are—eyes that wink, teeth that show a smile, and fingers that do many things. Prose and harmonious artwork help youngsters discover and learn to appreciate the many parts which form a one-of-a-kind, very special person. (AP) Order No. **7147** **6.95**

FOR ADULTS

Your Need for Bread Is Mine: Resources for Helping the Hungry, *by Morris D. Pike.* How can one person make a difference to a hungry world? Poems, prayers, stories, songs, and action projects teach Christians of all ages that one person *can* make a difference—a *big* difference. (MM) Order No. **7114** **2.45**

Cooperative/Vacation Venture Series for four- and five-year-olds

GOD MADE ME—I'M GLAD.

Kindergartners are helped to find answers to the question, "Who am I?" and to grow in an awareness of all God's gifts as they explore, discover, and accept themselves as they are. (WP)

Leader's Guide. Includes suggestions and how to's for things to do, to make, to grow—in five to ten or twelve sessions. **2.35**

Student's Book. Stories, Bible verses, songs, and activities to enrich and support this study. Each leader and pupil should have this book. **1.00**

Resource Packet. Contains photos of children, a record, game, posters and charts . . . a vital part of this unit. **6.95**

ICUC Series for Inner City or Urban Churches

Hey, God, Thank You. Children are helped to establish self identity and to feel that they are valued as individuals by God and by others around them. Plans for ten sessions. The reading packet includes a soft vinyl record and six books. (FR)

Leader's Guide **2.00**
Reading Packet **3.35**

The City Is My Home. Preschool children usually think of the world in terms of themselves and their immediate neighborhood. This course is designed to help them see both in a positive light. As they grow in understanding that God shows his love and care for them through the people around them, they will learn that they too can show his love in their neighborhood. (FR)

Leader's Guide, with Record **2.50**

Younger Elementary

United Methodist/Christian Studies Series for grades 1 and 2

OUR FAMILY IN THE CHURCH

Knowing, caring, and sharing—these are the ways young children can relate to their neighbors. The church has a large part in influencing members of Christian families to express love, acceptance, helpfulness, and service throughout the community. This unit focuses on the Christian family in face-to-face interaction with other people. (GI)

Younger Elementary Student, VCS. This resource is actually three booklets in one: Part 1, "Our Family in the Church" includes Bible stories and other resources which show how a family can share love; Part 2, "The Martin Family" is a story of one family trying to do this; Part 3, "The Think and Do Book" provides a variety of activities to help children explore showing love as a family. Order No. **7238** **80¢**

Younger Elementary Guidebook, VCS. Teaching/learning opportunities are presented, through which children may recognize the Christian family as representative of the church in their own neighborhood, the larger community, and the world. Order No. **7171** **2.05**

Younger Elementary Class Packet, VCS. Includes teaching pictures, game: "Ways We Share," song chart, poster, recording stand-up picture, quiz, puppet figures, and prayer cards. A leader's guide tells how to use these aids to make your teaching job easier.
Order No. **7205** **4.75**

Preferred Audio-Visual

Let's Try Puppetry. Making puppets and creating puppet shows can be both entertaining and educational. This how-to filmstrip with record, script, and guide should motivate both children and teachers to want to make and use puppets. It also includes stories to dramatize with their own puppets. (GI)
Order No. **7307** **7.95**

Preferred Resources

FOR CHILDREN

About Handicaps: An Open Family Book for Parents and Children Together, *by Sara Bonnett Stein; photography by Dick Frank.* Joe can't walk right. He frequently falls down. That scares Matthew. Mat doesn't want to think or talk about Joe's crooked legs or Daddy's friend who has one arm. But Daddy realizes Matthew's problem and they talk about his fears. Soon Matthew and Joe become good friends. (WT)
Order No. **7295** **6.95**

FOR ADULTS

Your Need for Bread Is Mine: Resources for Helping the Hungry, *by Morris D. Pike.* How can one person make a difference to a hungry world? This provocative book suggests some ways: the gift of a farm animal, a change in living conditions, letters to government. Any or all of these "will make a difference for some hungry people somewhere in this great world." (MM)
Order No. **7262** **2.45**

Cooperative/Vacation Ventures Series for grades 1 and 2

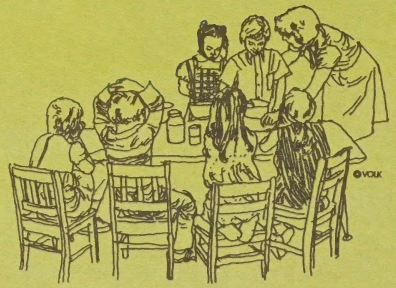
GOD MADE ME . . . HERE I AM!

"I'm glad I'm me! God loves me." This is a great feeling for 1st and 2nd graders . . . this course will help it happen. (GT)

Leader's Guide. Detailed guidance for five, ten or more sessions with suggestions for exciting things to help children take new steps in Christian growth. **2.35**

Student's Book. A colorful array of stories, songs, poems, games and other aids for Bible study. **1.15**

Resource Packet. Teaching pictures, a mural, charts, Bible verse cards, and a variety of other items for classroom use. **6.95**



ICUC Series for Inner City or Urban Churches

Summer In The City. Pupils are helped to see what they can do with the senses God has given them. The basic thrust of the course is self-affirmation as a child of God and affirmation of the city as a good place to live. (FR)
Leader's Guide with record **3.00**
Pupil's Reader **75¢**

Hey, God, Hooray. Planned to help each child discover good things in himself, good things in his home and neigborhood, and good things about God. Ten sessions. (FR)
Leader's Guide **3.00**
Joe, a child's reader **45¢**

Middle Elementary

United Methodist/Christian Studies Series for Grades 3 and 4

GOING WITH GOD

God has a plan that involves all people. This study helps children and their leaders discover their part in making that plan a reality. How? By expressing God's love in creative and compassionate ways. The biblical stories of creation, the call of Abram, Jeremiah, Saul, and others are woven into this unit, along with the mission emphasis on China. (GI)

Middle Elementary Student, VCS. This colorful reading book provides the basic content for this study. Each chapter is supported by review sections such as: "Look in the Bible," "Verses to Remember," "Important Words," "Get the Message," puzzles and more.
Order No. **7386** **80¢**

Middle Elementary Guidebook, VCS. The "Grow" section includes missional background, activities, games, stories, biblical references, a suggested time schedule, and a choice of learning activities and plans for each session.
Order No. **7320** **2.05**

Middle Elementary Class Packet, VCS. The resources include: a leader's guide, a song chart, a choral reading chart of contemporary sounds, and cards for "Exuberant Games." Also included are a poster about sharing projects, 2 records, an accordion-fold book of Bible songs, and two time line sheets.
Order No. **7353** **4.75**

Preferred Audio-Visual

Go Into All the World. Beginning with Jesus and his disciples, and coming down to modern times, this 60-frame filmstrip traces the story of the mission of the church. Gregory, Alopen, Augustine, Robert Morrison and other heroes and heroines are some of the missionaries portrayed. 35 mm color filmstrip with script, guide, map, and record. (GI)
Order No. **7477** **7.95**

Preferred Resources

FOR CHILDREN

Through the Moon Gate, *by Leonard and Carolyn Wolcott.* This fascinating book allows one to step through a moongate into China, the China that was and the China that is. China is in the process of stepping such a gate into a new era and this anthology of stories, songs, poems, sayings and imaginative line drawings allows some glimpses of the old and the new. (MM)
Order No. **7444** **4.00**

FOR ADULTS

I Believe in the Great Commission, *by Max Warren.* Warren says, "Christianity has, for the most part, lost its nerve." With a careful look at the New Testament mandate to spread the gospel, and at the commission as understood and practiced by the church throughout history, the author probes the church's teaching, healing, preaching, and witnessing ministry as it can or should be today. (ER)
Order No. **7411** **2.95**

Cooperative Vacation Venture Series for grades 3 and 4

GOD MADE ME . . . I CAN!

Girls and boys are given the opportunity to discover their own uniqueness as children of God; to find out who they are and what they can and can't do. This unit challenges children to appreciate both themselves and others as unique and special—and to become more aware of their importance to God and to others. (BR)

Leader's Guide. Suggestions for five to ten or more sessions, with detailed helps for the learning center approach. **2.35**

Student's Book. Stories, puzzles, poems, songs, and directions for other activities, serve to reinforce this unit. **1.15**

Resource Packet. Includes a filmstrip, a recording, teaching pictures, and puppets and a puppet theater. **6.95**

Series for Inner City or Urban Churches

City Living. Third- and fourth-graders experience peer pressure and want to do things without adult supervision. In this study, emphasis is given to the development of a child's perception of, and attitude toward, personal prayer and public worship. (FR)
Leader's Guide with record **2.75**
Pupil's Reader **25¢**

Hey, God, I'm Alive. Ten sessions deal with black history and culture. (FR)
Leader's Guide with record **3.00**
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	1185	VCS Kits #1 and #2. Special Combination Offer: when ordered together.	79.95	

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	7887	VACATION TIME . . . LEISURE TIME. . . ANYTIME YOU CHOOSE. (AP) Paper.	2.25*	
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	7752	LET'S GO OUTDOORS WITH CHILDREN: An Administrative Guide for Grades 1-4. (WP) Paper.	1.50*	
	7774	PLANNING OUTDOOR CHRISTIAN EDUCATION: An Administrative Guide for Planners of Outdoor Experiences with Older Boys and Girls. (UI) Paper.	1.95*	
	7741	FAMILY CAMPING: FIVE DESIGNS FOR YOUR CHURCH. (EB) Paper.	1.00*	
	7785	ADVENTURES WITH OLDER ADULTS IN OUTDOOR SETTINGS. (UI) Paper.	1.80*	

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	7694	LET'S DO MORE WITH CHILDREN. (EB)	.95*	
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Nursery 3-4: GOD LOVES ME

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	7763	VCS CLASS PACKET	4.75	
	7796	VCS STORYBOOKS, Set #2.	.60	
	7661	STORIES TO SEE AND HEAR, VOL. 1. Preferred audio-visual resource for classes. (GI)	10.50	
	7672	STORIES TO SEE AND HEAR, VOL. 2. Preferred audio-visual resource for classes. (GI)	10.50	
	7821	CHRISTIAN LIVING WITH YOUNG CHILDREN. Multi-media kit for teachers, workers, and parents. (GI)	9.95	

Kindergarten: GOD CARES

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	7056	VCS CLASS PACKET	4.75	
	7080	VCS PUPIL'S LEAFLETS	.70	
	7160	LET'S PLAY TOGETHER. Preferred audio-visual resource for classes. (GI)	6.95	
	7114	YOUR NEED FOR BREAD IS MINE: Resources for Helping the Hungry. Preferred book for teachers, workers, and parents. (MM)	2.45*	
	7147	THE ME I SEE. Preferred book for children. (AP)	6.95*	

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	7238	VCS STUDENT BOOK	.80	
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	7353	VCS CLASS PACKET	4.75	
	7386	VCS STUDENT BOOK	.80	
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Older Elementary: LIVING TOGETHER AS CHRISTIANS

	7502	VCS GUIDEBOOK	2.05	
	7535	VCS CLASS PACKET	4.75	
	7568	VCS STUDENT BOOK	.85	
	7650	THE BANNER MAKING GAME. Preferred audio-visual resource for classes. (GI)	10.50	
	7592	TO BEND WITHOUT BREAKING: Stress and How to Deal with It. Preferred book for teachers, parents, and workers. (AP) Paper.	3.95*	
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RESOURCES FOR YOUTH

	7683	GOD MADE ME . . . I'VE GOT TO BE ME! Combination teacher's guide and pupil's book. (AP)	1.50	
	4452	GIFTS OF THE SPIRIT—Leader's Guide. (GI)	1.25	
	4612	GIFTS OF THE SPIRIT—Student's Book. (GI)	1.00	
	5968	THE BIBLE AND THE BODY—Leader's Guide (GI)	1.45	
	5970	THE BIBLE AND THE BODY—Student's Book. (GI)	1.10	

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	8164	THE CHURCH (MINISTRIES AND SACRAMENTS)—Teacher Book. (GI)	1.30	
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	9922	PACKET 3. One for every two or three campers.	1.95*	

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	7923	COUNSELOR'S GUIDE	1.50*	
	7934	CAMPER'S PACKET.	1.00*	

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QUANTITY	CODE	ITEM	PRICE	TOTAL PRICE

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"New Life in the City" Series (FR)

Ages 4-5: THE CITY IS MY HOME

		LEADER'S GUIDE.	2.50	

Grades 1-2: SUMMER IN THE CITY

		LEADER'S GUIDE. With record.	3.00	
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Grades 3-4: CITY LIVING

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pkgs.	7865	VVS BUTTON. (A01-435463) Sold only in pkgs. of 100.	4.50 per pkg.*	
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Older Elementary

United Methodist/Christian Studies Series for grades 5 and 6

LIVING TOGETHER AS CHRISTIANS

Older Elementary boys and girls are constantly confronted with evidence that conflict is an inevitable part of the world. In addition to first-hand conflict experienced at home and school, they also see conflict presented through various media. This series is designed to help children understand and appropriate Christian principles for dealing with conflict in their world. Biblical stories involving conflict support the unit. (GI)

Older Elementary VCS, Student. A collection of songs and hymns, things to do, books to read, and mission projects. Modern-day stories and biblical stories of conflict aid in helping children become aware of the ways to overcome conflict problems. Order No. **7568** **85¢**

Older Elementary Guidebook, VCS. Includes plans for sessions given in simple step-by-step form with procedures and space for writing notes. Sections on "Things to Do" and "Things to Make" and three special articles on dealing with conflict, using games to teach, and alternate plans for VCS provide additional help for teachers. Order No. **7502** **2.05**

Older Elementary Resource Packet, VCS. Includes a game: "Conflict and You;" Role Play Cards; Mobile: "How I See Myself;" Bible Quiz Game; leaflets for teachers: "How to Lead a Discussion," "Individualizing Instruction," and "How to Use Conflict;" record: Bible Stories and open-ended stories; and a game: "Ways to Share." Order No. **7535** **4.75**

Preferred Audio-Visual

The Banner Making Game. A simulation game which enables students to find alternative ways of coping with conflict. Participants experience conflict situations and relate and apply Christian values to them. (GI) Order No. **7650** **10.50**

Preferred Resources

FOR CHILDREN

Getting Along in Your Family, *by Phyllis Reynolds Naylor.* What's a family for? To eat with, to fuss and fight with, to laugh and cry with. A family is for sharing things—both good and bad—in a caring kind of way. This book explores fighting, treating others fairly, sharing tasks, being loyal, showing love, coping with alcoholism, divorce, and other problem areas. (AP)
Order No. **7626** paper, **5.50**

FOR ADULTS

To Bend Without Breaking, *by Mary Ella Stuart.* Even the strongest person needs help in coping with overstress. Through a combination of personal experience, practical psychology, and spiritual-awareness counseling, the author brings hope to those who have trouble rolling with life's punches. (AP)
Order No. **7592** paper, **3.95**

Cooperative/Vacation Ventures Series for grades 5 and 6

GOD MADE ME . . . TO BE RESPONSIBLE.

This unit will help fifth and sixth graders discover their responsibility for developing and using one's God-given creative abilities and recognizing and supporting the creativity of others. (UI)

Leaders' Guide. Discusses: planning, Bible background, worship, the teaching team, teaching tools, setting goals, flexibility, groupings, interest centers, evaluation, and more. **2.35**

Student's Book. Provides creative activities, stories, Bible study, poems, discussion questions, checklists, pictures for individual and/or group use. **1.15**

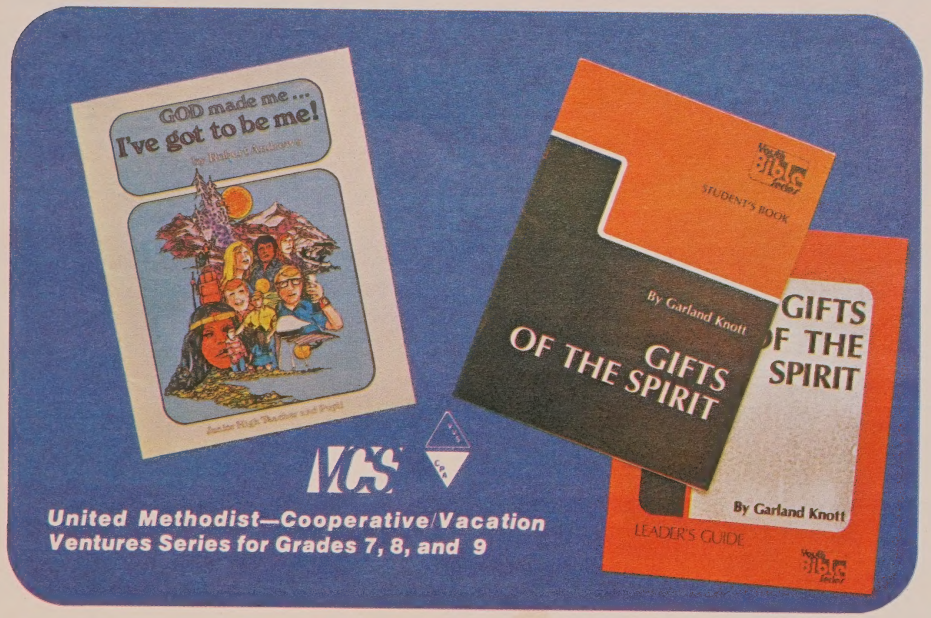
Resource Packet. Includes art prints, resources for role play, a recording of hymns, and other resources to enrich this study. **6.95**

ICUC Series for Inner City or Urban Churches

Hey, God, Look at Me. Designed with enough material for ten sessions, this unit can help children develop an appreciation for themselves through knowledge of the contributions of black Christians to humanity. (FR)
Leader's Guide with record **3.75**
Resource Packet **85¢**

City Sense. With this study children begin to get an idea of their role in making the city a better place to love and grow. They explore their neighborhood and beyond to see the ways God is at work in the city. (FR)
Leader's Guide with record **2.75**

YOUTH AND SUMMER



This summer, Vacation Church School will be focusing on what it means to be a human being—a special, one-of-a-kind person called "me." Here are four excellent resources for use in VCS, weekend study retreats, workshops, and other summer settings. Also listed on pages 14 and 15 of this catalog are resources for camping with youth. Discover additional materials in YOUTH PLANBOOK 1978-79*; pages 22-23 and 31-32.

***Similar sections in 1979-80 YOUTH PLANBOOK.**

GOD MADE ME . . . I'VE GOT TO BE ME!

This course is like a travel guide for young teens and their leaders—a guide for a search to discover who they are and how to make better choices as they seek to live responsibly in today's world. The Bible is used as a basic resource for understanding the Christian idea of the human being as a special creation of God. Biblical passages are used as discussion starters and study projects to help the group better understand what it means when we say "God made me!" (AP)

Student/Leader Book. This combination book is based on the premise that teens can help plan for their own learning experiences and that both youth and their leaders can share in the learning which results. There are a great variety of activities suggested to support five concerns of early teens: What am I?; Who am I?; Do I have to choose?; What is important?; How shall I respond to God?

Order No. **7683** **1.50**

Additional Resources

FOR EARLY TEENS

Gifts of the Spirit *(Youth Bible Series).* Younger teens, or a broadly graded mixed group as well, should be challenged by this thought-provoking study of God's spiritual gifts as reflected in the fruits of the Spirit found in Galatians 5:22-23 and other biblical passages . . . gifts of love, joy, peace, kindness, goodness, self-control, humility, and faithfulness. Teens are reminded that these gifts are still meaningful, and are attainable in every life. 13 sessions. (GI)

Order No. **4612. Student's Book** **1.00**
Order No. **4452. Leader's Guide** **1.25**

FOR LATE TEENS

The Bible and the Body *(Bible-to-Life-Books for Late Teens).* The body is God's gift to us, and we should care for it and respect it. In a sensitive and perceptive manner intended to meet the needs and questions of older teens, *The Bible and the Body,* uses selected Bible passages to explore the body and human sexuality, the concept of the body as part of the whole person, and the stewardship, or care, of the body. 13 sessions. (GI)

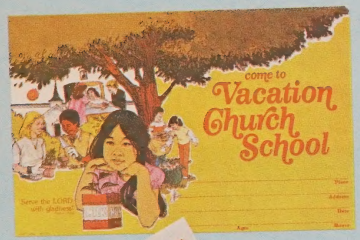
Order No. **5970. Student's Book** **1.10**
Order No. **5968. Leader's Guide** **1.45**

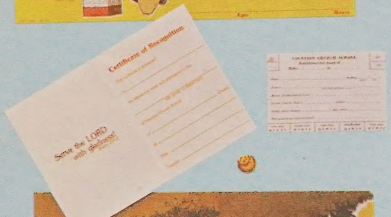
ICUC **Series for Inner City or Urban Churches**

HEY, GOD, I'M ON MY WAY. The meaning of vocation for early teens and an examination of various occupations. (FR) Leader's Guide **2.50**

VCS PUBLICITY MATERIAL VCS

The measure of a successful Vacation Church School is the number of persons who attend and the quality of what happens while they are there. A complete publicity campaign is essential. These resources will help you.





VCS Church School Poster
Carrying out the theme, "We Do God's Work," and the Scripture, "Serve the Lord with Gladness," this poster shows children in various roles of service: helping others, observing God's creation, studying and working together. There are blanks for Place, Address, Date, Ages, and Hours of the school. Post in your church, at supermarkets and other businesses, and even flea markets in your area. Size, 11"x17". (AP)
Order No. **7854** Each, **15¢**

VCS Invitation Postcard
Matches the poster. An excellent way to invite persons who haven't attended church school for a while as well as everyone who should attend. This is a visible way to remind parents of the dates and hours of your Vacation Church School. Blanks for Place, Address, Date, Ages, and Hours. Size, 5⅜"x3⅜". (AP)
Order No. **7843** Package of Hundred, **2.75**

VCS Certificate
Matches poster and postcard. To encourage participation and achievement, show these certificates at the beginning of VCS and tell students they will be presented at the close of VCS. Blanks include Name, Age Group or Department, Church Name, Place, Date, Teacher. Size: 5¼"x7¼". (AP)
Order No. **7832** With Envelope, Each, **15¢**
Package of Ten, **1.50**

VCS Button
Distribute the buttons well ahead of Vacation Church School. Encourage students to wear them and to invite others to come to your school. Button features a smiling sun in bright yellow and red. Scripture: "Love One Another;" Vacation Church School in black lettering. Metal with pin-on attachment. 1 inch in diameter. Have plenty on hand. (AP)
Order No. **7865** Package of Hundred, **4.50**

Registration Card
Register and record attendance: age, sex, dates, name, birthday, church membership, parent's church membership, Sunday School, grade in school. Also has space for weekly attendance and final report. 4"x6". (AP)
Order No. **7876** Package of Hundred, **2.25**

Now that you're ready to plan for Summer Be sure to order those extra supplies you need for use in VCS—and other materials or equipment you'll be using in church and church school activities throughout the year.

***Cokesbury Church and Church School Supply Catalog,* 1978-79 features classroom equipment, Bibles, books, audio-visual resources, hymnals, and many other aids for all your church needs.**

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ADULTS IN SUMMER

Summer is a time for exploring new places and new ideas, trying new activities—for growing. That's true of adults, too! Capture their interest with these resources for use in evening sessions of Vacation Church School, Week-End Retreats, week-night backyard discussions, and Family Camps (see also pages 14 and 15).

The Church (Our Living Faith Series). Following through with the theme: "We Do God's Work" this study of the church deals with community and service in the church, history and the sacraments. Individual chapters discuss the sacraments in general, baptism and Holy Communion in particular, and how the church can be an instrument of God working in the world. The Student Book is a reading-study unit and the Teacher's Book offers step-by-step teaching plans, suggestions for discussion groups and activities, and suggested opening and closing worship moments. Both are closely coordinated in outline content. (GI)
Order No. **8164 Teacher Book.** **1.30**
Order No. **8175 Student Book.** **95¢**

Acts and Romans (Self Instruction Study Bible Series) After the Ascension of Christ, the work of the early church became missionary in spirit—spreading from Jerusalem to Antioch and then to "the uttermost parts of the earth." During that time, the great apostle Paul started and completed his missionary journeys. Individuals or study groups may follow him on those journeys and as he writes to the Christians at Rome as they complete the workbooks. Then they may get together to discuss what they've learned. (GI)
Order No. **5478** **1.50**

Cross-Talk. *Cross-Talk* has excellent resources for discussion groups. Subjects deal with the vital concerns of Christians in today's society. Appropriate for young and not-so-young adults—in summer or any time of the year, each of the four-page leaflets features a different topic with "meat" for discussion. There are thirteen sessions in all—allowing freedom to choose which ones the group most wants to discuss. Also included are leader's helps for group participation. The most current issue will be sent—depending on the date of your order. (GI)
Order No. **5571** per quarter, **1.40**

How Came the Bible? Summer is a good time to form a study group and do an in-depth search of how the Bible came to us. Why? Because a group can set its own time and meeting place and take adequate time to explore how the separate parts of the Bible found their way down through the centuries and across continents to become the sixty-six complete books of the Old and New Testaments. Edgar J. Goodspeed, one of the world's foremost Bible scholars, tells clearly and concisely how the Bible was transmitted from person to person, from generation to generation, and translated into modern language for today's needs. Study questions are included at the end of each chapter. (AP)
Order No. **7706** **1.75**

See ADULT PLANBOOK, 1978-79 for additional resources. Similar sections in 1979-80 ADULT PLANBOOK.

Summer with...

What better time than summer to think about what it means to be a Christian parent? Caring groups of parents can help one another cope with this demanding role. If you don't already have a parents' study group, start one this summer. And, challenge your group with these thought-provoking studies.

Parents

Where Becoming Begins, *(Christian Faith in Life Series).* This is a careful study of the family and its influence on its members and on the community in which it lives—from the perspective of the Gospel. Twelve chapters lend themselves to sessions of an hour or more and include study suggestions for a variety of interests and needs. Some of the topics include: The Modern Family and the Purpose of God; Man and Woman; Husband and Wife; The Meaning of Children; The Meaning of Parenthood; The Family as the People of God. (GI)
Order No. **6314** **1.40**

A Christian Perspective on a Variety of Life Styles. This study enables a group to examine and evaluate life styles within society, many of which may be different from their own, in light of biblical and theological perspectives, denominational heritage, and tradition. It examines such life styles as marriage and family, singleness, liberation for both men and women, communal living, and styles of religious living. It will help parents better understand the pressures, from both peers and society in general, which daily confront teens and young adults. (GI) Order No. **9168** **1.30**

The Christian Home. In addition to being a valuable resource for individual reading, this is an excellent resource for study groups for parents. The June issue explores the need for and how to build family pride. July surveys the kinds of care available for young children and the benefits and disadvantages of each. Each issue also includes special help from a Christian perspective for single parents, marriage partners, and families with handicapped members—any of which could become the basis for a good group discussion. (GI)
Order No. **5855** Three issues per quarter, **1.70***

*Unless you specify SUMMER QUARTER when ordering, the most current issues of *The Christian Home* and *The Church School* will be sent.

Intergenerational Groups

Take advantage of summer to bring together people in two or more age groups to study, worship, and have fun together. The secret for success is in the planning. These resources will help.

Learning Together: Resources for Intergenerational Study. This packet contains both suggestions and resources for six different kinds of intergenerational group studies. Included are four curriculum units reprinted from *The Church School* and guides for using two other resources, *The Life and Teaching of Jesus* and *Great Enough to Serve*. Using the suggestions in this packet, several different kinds of intergenerational experiences could be planned for different groupings and different periods of time during the summer or throughout the year. (GI) Order No. **8346** **1.95**
Order No. **6507** **Life and Teaching of Jesus** **2.10**
Order No. **4485** **Great Enough to Serve** **1.25**

Families Are Fun. More than a *study* about family life, this imaginative multi-media kit is a family *experience* not to be missed. Especially designed for families with young children. Through one or more discovery sessions of talking, singing, fun sharing, and worship families may deepen their respect and appreciation for one another, build family unity, and learn to work together. Filmstrip, record with narration and songs, song chart, eight 8"x10" pictures, and leader's guide. (GI) Order No. **8357** **10.50**

The Church School. Each month this magazine contains either planning suggestions and ideas or a unit of study for Intergenerational groups. The line up for Spring and Summer looks like this: March, planning helps; April, study unit: "Stewardship of Time;" May, study unit: "We Are Alike, We Are Different;" June, planning helps; July, study unit: When We Pray; August, content to be determined. The units suggest a variety of learning activities for groups of differing ages.* (GI) Order No. **5753** Three issues per quarter, **2.05***

Take Christian Education outdoors this summer with camping, retreats, and other outdoor experiences.

Summertime outdoors—what better time and place for Christians to grow in understanding and appreciation of creation, their place in it, and their responsibility as Christian stewards. A wide variety of resources are available to guide planners and leaders of Christian education experiences in the outdoors.

For Older Elementary Groups

OUTDOOR LIVING SERIES

Camping can be an exciting opportunity for older elementary children to experience living as part of a Christian community and to draw closer to God and his creation. For day camps, resident camps, and other outdoor experiences. (AP)

Counselor's Handbook. Comprehensive guidance for planning a program, self-training, working with children, using resources effectively, and evaluating your program.
Order No. **9886** **1.50**

Packet 1. Primarily for the counselor or group leader, this packet offers help in conducting discussions, worship guides, poems, Scripture passages, songs and hymns, and games. Order one per leader.
Order No. **9897** **1.95**

Packet 2. Recipes and instructions for games, camping skills, crafts, other outdoor activities are included in this packet. Order one per leader, plus one or two for each small group.
Order No. **9911** **1.95**

Packet 3. Twelve discovery guides help campers explore nature and grow in understanding of their relationships with others. Order one for every 2 or 3 campers.
Order No. **9922** **1.95**

WE HAVE NEW LIFE TO SHARE

Help campers discover how to share God's love with one another, with others outside the Christian community, and with all God's creation. (CB)

Counselor's Guide. Easily adaptable for a variety of settings, this handbook focuses on the counselor's role in helping young campers develop Christian values as well as outdoor skills. Bible background is discussed, and worship and fun-sharing activities outlined.
Order No. **7923** **1.50**

Camper's Packet. Each camper should have one of these pocket-sized booklets. They include songs, Scripture, discussion-starters, worship resources, and open-ended situations.
Order No. **7934** **1.00**

For Older Elementary Groups

Our Wilderness Is Being Held Captive, *by Charles Kishpaugh.* An appealing book that will capture the imagination of young campers. A variety of interesting outdoor activities encourage them to think about nature—how they depend on it, how nature depends on them, and what they must do to preserve it. (EB)
Order No. **7728.** Student Book **60¢**
Order No. **7717.** Leader's Guide **15¢**

For Early Teens

TRY THE WORLD OUT SERIES

Urge campers to bring their own Bibles so they can compare its teachings with what they learn from their camping experience. Eleven resources are available to help you make your camp an adventure in Christian living for both campers and leaders.

Resource Packet for Planners of Camping Programs. All the resources in the *Try the World Out Series* listed below in one packet! Order it today to see just how well this fine series fits into your summer ministry plans. (GI)
Order No. **9762** **10.50**

Leader's Guide. A helpful sourcebook for ideas on administration, planning, training, and effective use of resources. The special needs of early teens are discussed, and a filmslip and two soft vinyl records are included. (AP)
Order No. **9773** **5.55**

Handbook for Leaders of Small Groups. Planning strategy and camp relationships are just two aspects of this practical guide. You'll find practical help for using the Bible and the other resources in this series, along with suggestions for such camp activities as singing, crafts, and cookouts. (GI)
Order No. **9875** **45¢**

Learner's Guide. Includes more than seventy suggestions and exercises which will help young teens communicate, live together in a camp setting, worship, and respond to the environment in positive ways. One per camper. (GI)
Order No. **9784** **1.20**

For Early Teens

Creative Skill Cards. Designed for use by individual campers, these cards have complete guidance for learning and growing activities. Four different sets of 12 cards each. (GI) Per Set, **50¢**

Green Set: meadows, valleys, forests, and fields. Order No. **9795**
Blue Set: creeks, rivers, lakes, oceans, marshes, and bogs. Order No. **9807**
Pink Set: mountains, glaciers, hills, caves, ledges, canyons, and cliffs. Order No. **9818**
Yellow Set: dunes, deserts, dry lakes, streets, and city-scapes. Order No. **9820**

Ecology Action Leaflets. Four different sets of 8 cards each help sensitize early teens to their physical environment. For individual use.
(GI) Per Set, **80¢**

Green Set: trees and vegetation. Order No. **9831.**
Blue Set: water and its importance. Order No. **9842.**
Pink Set: life—an ocean of air. Order No. **9853.**
Yellow Set: a human environment. Order No. **9864.**

SINGING THE LORD'S SONG IN A STRANGE LAND

Designed to help campers learn that Christian values are life realities, and not just ideas. Singing the *Lord's Song in a Strange Land* is an exploration of the "lands" of self, others, community, and church. Camping experiences help early teens explore biblical and theological meanings, and better understand that the church is people chosen to do God's work. (CB)

Counselor's Guide. Contains resources and guidance for leaders including the resources in the student's material.
Order No. **7956** **1.50**

Camper's Packet. A packet with resources for learning activities, such as activity sheets, value clarification exercises, scripture study/interpretation, and quotations, short stories, poems, and songs for reflection.
Order No. **7967** **1.00**

For Late Teens

LEADING THE HAPPY LIFE

The teenage years are often a trying time of life when happiness seems difficult to find. As youth share their feelings with one another in a camp situation, they may discover that others share their doubts—and joys. This course helps youth explore what it means to be happy and how true Christian happiness can be achieved. Happiness is also examined as it relates to individuals, others, wealth, and religion. (CB)

Counselor's Guide. Help in opening lines of communication among campers, with suggestions for biblical sources.
Order No. **7980** **1.50**

Camper's Packet. Role playing material and discussion guides enrich group gatherings. Other materials encourage campers to think about happiness for themselves and for others.
Order No. **7991** **1.00**

Additional Resources

Camping on the Move, *by Charles R. Kishpaugh.* Camping? Backpacking? Canoeing? Bicycling? This imaginative resource is especially designed for groups that are on the move. Every camper and counselor should have a copy, because each will be encouraged to lead a community building experience, an environmental experience, and a game. Personal devotions are to be found in the meditation section, and a journal section lets each record thoughts day-by-day. (EB)
Order No. **7637** Each, **1.00**

Stories You Can Tell, *edited by Bob Kuntz.* Stories are an entertaining, thought-provoking way to communicate values, beliefs, and our religious heritage. Take this collection to campfires for all ages and to other worship experiences. Bible selections are given for use with each story. (EB)
Order No. **7648** **1.00**

See page 4 of this catalog for more helps for planners and administrators.

KITS FOR 1979

These kits let you
—*preview* the resources
—*get a head start* on planning
—*provide* a start on the resources you'll need to purchase
—*prepare* for an exciting summer in your church

Two series provide a choice for both United Methodist and cooperative vacation church schools. Look them over and decide which best meets your needs.

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Now two big kits let you preview VCS resources —***We Do God's Work!***

United Methodist/Christian Series, VCS Kits Studies

Kit #1 ***lets you preview the basic resources.***

SAVE $4

- five Leader's Guides (Nursery 3-4 thru Older Elementary)
- five Student's Resources (Nursery 3-4 thru Older Elementary)
- five Class Packets (Nursery 3-4 thru Older Elementary)
- one Student/Leader Guide: *God Made Me . . . I've Got to Be Me* for young teens
- one copy of this catalog with order blank
- samples of the VCS publicity materials: poster, postcard, certificate, registration card, and VCS button.

Purchased separately, these resources would cost 39.25. (GI)
Order No. **1163** **Kit #1** price: **35.25**

Kit #2 ***preview the Preferred Audio-Visuals for this summer.***

SAVE $5

- Stories to See and Hear, Volumes 1 and 2 (for Nursery 3-4)
- Let's Play Together (for Kindergarten)
- Let's Try Puppetry (for Younger Elementary)
- Go Into All the World (for Middle Elementary)
- The Banner Making Game (for Older Elementary)
- one copy of this catalog with order blank
- samples of the VCS publicity materials: poster, postcard, certificate, registration card, and VCS button

Purchased separately, these resources would cost 54.35. (GI)
Order No. **1174** **Kit #2** price: **49.35**

SPECIAL COMBINATION OFFER!

Order both kits at the same time and save even more! Purchased separately the kits would cost 84.60. Order both kits now and ***SAVE 13.65!***
Order No. **1185** Special Combination Offer: **79.95**

For Cooperative and Interdenominational Schools

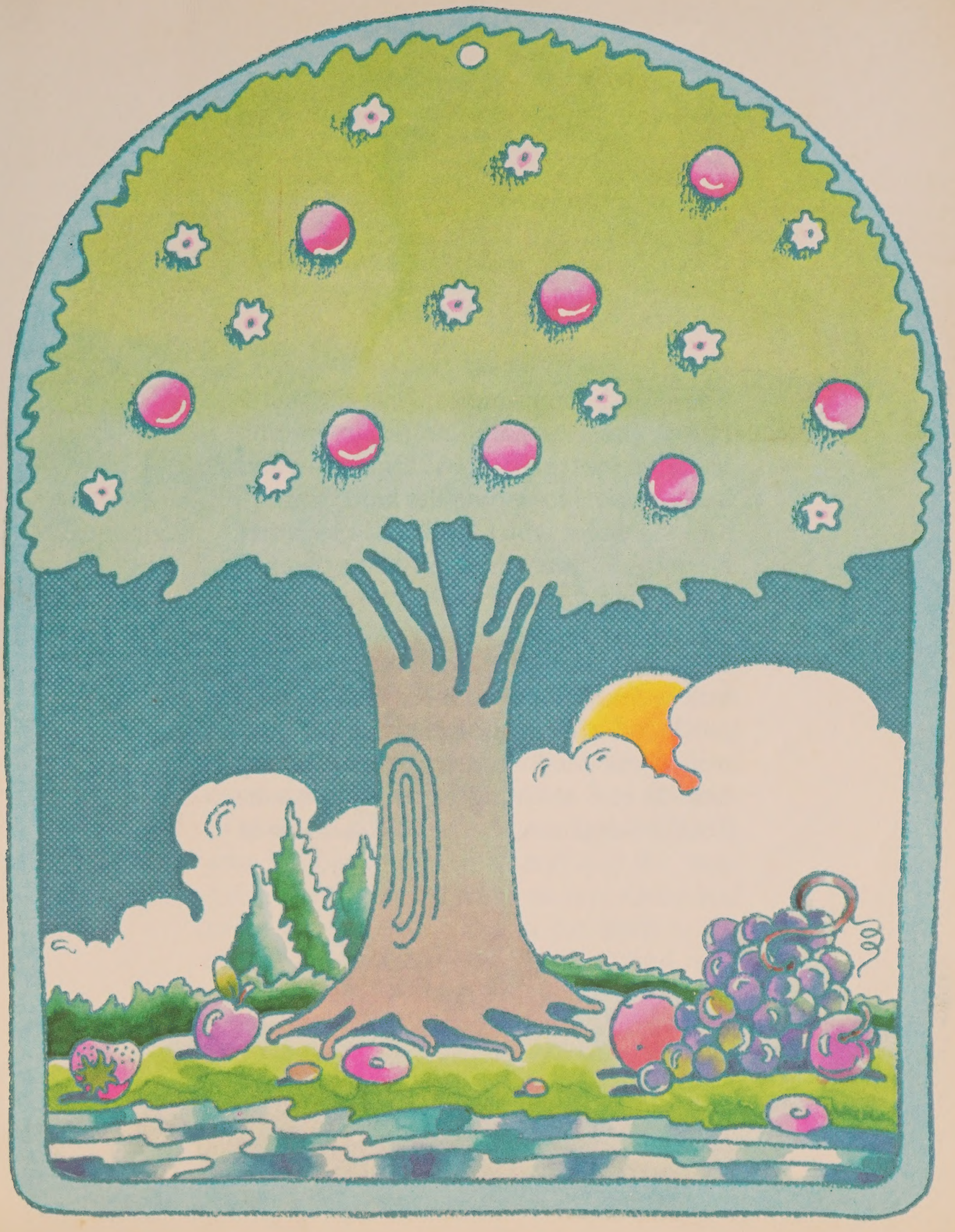
One kit lets you preview the VVS resources on the theme ***Made in God's Image!***

Vacation Ventures Series Preview Kit
SAVE $5

Use this Preview Kit to look at the resources and to begin planning for summer. This kit includes:

- "Vacation Time . . . Leisure Time . . . Any Time You Choose," a 64-page planning manual
- five Leader's Guides (for Nursery thru Grades 5-6)
- five Student's Books (for Nursery thru Grades 5-6)
- one sample Resource Packet (for Grades 1-2)
- one Junior High Student/Leader Guide
- samples of the VCS publicity materials: poster, postcard, recognition certificate, and registration card.
- one copy of a colorful brochure which describes the series.

If purchased separately, these resources would cost $27.80. (CB)
VVS Preview Kit price: **22.75**



Then God commanded, "Let the water below the sky come together in one place, so that the land will appear" — and it was done. He named the land "Earth," and the water which had come together he named "Sea." And God was pleased with what he saw. Then he commanded, "Let the earth produce all kinds of plants, those that bear grain and those that bear fruit" — and it was done. So the earth produced all kinds of plants, and God was pleased with what he saw. Evening passed and morning came — that was the third day.

Genesis 1.9-13

Then God commanded, "Let lights appear in the sky to separate day from night and to show the time when days, years, and religious festivals begin; they will shine in the sky to give light to the earth" — and it was done. So God made the two larger lights, the sun to rule over the day and the moon to rule over the night; he also made the stars. He placed the lights in the sky to shine on the earth, to rule over the day and the night, and to separate light from darkness. And God was pleased with what he saw. Evening passed and morning came — that was the fourth day.

Genesis 1.14-19

And so the whole universe was completed. By the seventh day God finished what he had been doing and stopped working. He blessed the seventh day and set it apart as a special day, because by that day he had completed his creation and stopped working.

Genesis 2.1-3

Then God commanded, "Let there be a dome to divide the water and to keep it in two separate places" — and it was done. So God made a dome, and it separated the water under it from the water above it. He named the dome "Sky." Evening passed and morning came — that was the second day.

Genesis 1.6-8

This Selection in Today's English Version is from the Good News Bible and consists of Genesis 1.1-28, 31; 2.1-3.

The American Bible Society, an interdenominational and nonprofit organization, is one of 100 national Bible Society offices throughout the world whose goal is to provide people everywhere with copies of Holy Scripture in languages they can understand and at prices they can afford. We urge you to read more of the Bible and to share it with others. For a catalog of Scripture publications, write to the American Bible Society, 1865 Broadway, New York, New York 10023.

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Then God commanded, "Let the earth produce all kinds of animal life: domestic and wild, large and small" — and it was done. So God made them all, and he was pleased with what he saw.

Then God said, "And now we will make human beings; they will be like us and resemble us. They will have power over the fish, the birds, and all animals, domestic and wild, large and small." So God created human beings, making them to be like himself. He created them male and female, blessed them, and said, "Have many children, so that your descendants will live all over the earth and bring it under their control. I am putting you in charge of the fish, the birds, and all the wild animals." **Genesis 1.24-28**

God looked at everything he had made, and he was very pleased. Evening passed and morning came — that was the sixth day. **Genesis 1.31**

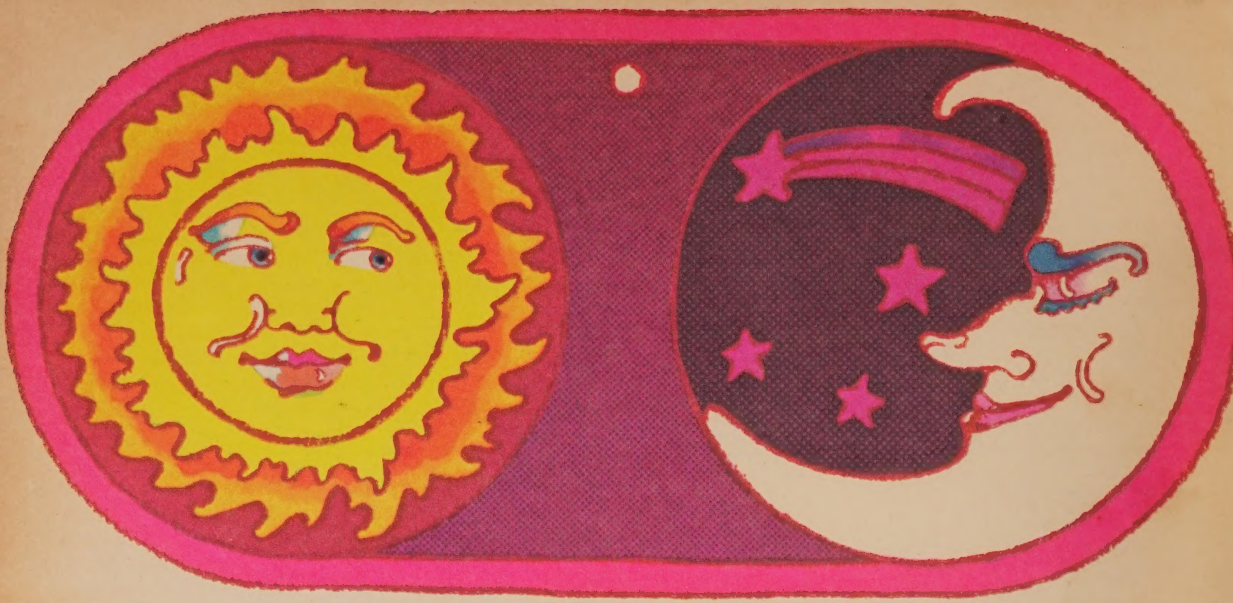
THE STORY OF CREATION

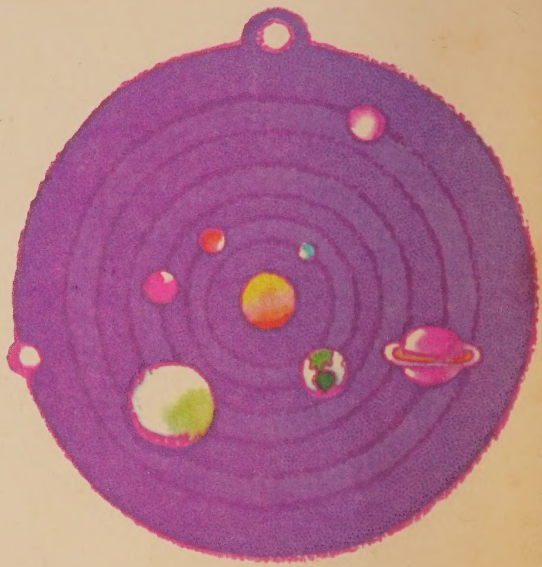
In the beginning, when God created the universe, the earth was formless and desolate. The raging ocean that covered everything was engulfed in total darkness, and the power of God was moving over the water. Then God commanded, "Let there be light" — and light appeared. God was pleased with what he saw. Then he separated the light from the darkness, and he named the light "Day" and the darkness "Night." Evening passed and morning came — that was the first day.

Genesis 1.1-5

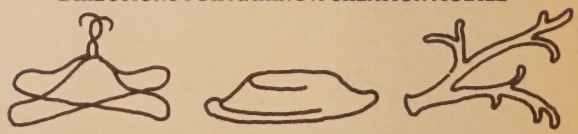
Then God commanded, "Let the water be filled with many kinds of living beings, and let the air be filled with birds." So God created the great sea monsters, all kinds of creatures that live in the water, and all kinds of birds. And God was pleased with what he saw. He blessed them all and told the creatures that live in the water to reproduce and to fill the sea, and he told the birds to increase in number. Evening passed and morning came — that was the fifth day.

Genesis 1.20-23





DIRECTIONS FOR MAKING A CREATION MOBILE



Here are seven pictures telling the Creation Story.

Read the stories on the picture as you cut out each one and put them in order for making the mobile. Be creative. Use your own imagination.

You will need:
- — a hanger for the mobile (a coat hanger, stick, stiff wire, paper plate, or branch of a tree);
- — thread (black), fishing line, yarn;
- — scissors, pliers to twist wire.

Now, tie each picture to the mobile. Try your skill at balancing the seven pieces until they move freely. Then, enjoy.

Note — If you make a paper-plate mobile, place each picture in order, so that it tells the Creation Story.

JULY 9, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

"They're beautiful handlebars," Marty thought proudly.

Marty, the Mechanical Marvel

A FICTION STORY
by Lorena K. Sample

"MARTY ANDERSON, don't you dare leave that pile of junk by the front door!" Patty Anderson cried.

Marty scowled at his older sister. "It's not a pile of junk. It's a bicycle that needs fixing."

"You'll have to be a mechanical marvel to turn that scrap heap into a bicycle," Patty said.

"What's a mechanical marvel?" Marty asked suspiciously. Patty was always teasing him.

"Oh, someone who is extra smart about fixing broken-down things."

"Well, I'm pretty good at fixing things," Marty said firmly.

He dragged the battered bike into the garage. Both tires were flat. The frame was bent. One handlebar was broken. Something was wrong with the chain.

"Hey, where'd you get the bike?" Tommy Dennison asked as he sauntered in.

"Some people over on Laurel Avenue put it out for the trash man and I asked if I could have it," Marty said. "I'm going to fix it up and get a paper route."

Tommy looked doubtful but he helped Marty take off the tires. Finally he said, "I guess I'd better go. Are you going to Stockade tonight?"

Marty hesitated. Boy's Stockade was a club the church had just started. The boys met once a week for games, singing, Bible study, and work on badges. Marty hadn't missed a meeting so far.

"Naw, I guess not," Marty said. "I want Dad to help me straighten the bicycle frame tonight."

Mr. Anderson also looked doubtful when he saw the old bicycle. However, he helped Marty hammer the frame back into shape.

"Say, isn't this Stockade night?" Marty's father asked.

"I didn't go," Marty said. "I thought it was more important to work on the bicycle. Then I can earn money on a paper route and have some to give to God."

"Just so you don't forget what really *is* most important," Mr. Anderson said.

Marty bought a couple of second-hand tires from another boy for 50¢ each and put them on the bicycle. Then he had problems with the chain. It wouldn't turn freely for some reason. Finally he discovered that some teeth on the sprocket were bent. Carefully he straightened them.

A neighbor gave him a half-used can of blue paint. He worked so late Friday night sanding and painting the frame that he was too tired to do more than mumble a few quick words of prayer

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after he fell into bed. Usually he knelt by his bed and thanked the Lord for all his blessings and asked Him to guide him through the next day.

"Hey, it looks good!" Tommy said the next morning. "Except—"

"Except it hasn't any handlebars," Marty agreed. "And new ones cost more money than I have."

"We have some friends way out on Holland Street," Tommy said. "The boy's name is Dan Stark. He has two or three old bikes around. Maybe you could buy handlebars from him."

Marty phoned Dan later.

"Sure, I'll sell you some handlebars cheap," said Dan.

"Can I come out this afternoon?" Marty asked.

"No, I have to work this afternoon. Why don't you come out tomorrow morning?"

Marty hesitated. "I usually go to church on Sunday mornings."

"OK," Dan said. "But I'll be gone again tomorrow afternoon."

Marty thought fast. There wouldn't be time after school during the week to hike clear out to Holland Avenue. It would be a whole week before he could get the handlebars if he didn't go tomorrow morning. Marty did not want to wait a week to ride his bike.

If he started very early the next morning, perhaps he could get back with the handlebars before church. However, it was almost noon before he got back. Holland Street was much farther than he'd realized, and he had taken a couple of wrong turns too.

They were beautiful handlebars though, Marty thought proudly, as he attached them to the bicycle later that day. In fact, it was an almost beautiful bike!

"Who wants to see me take the first ride on my bicycle?" he called into the house.

Mr. and Mrs. Anderson came out and Patty followed. Tommy and his little brother came from across the alley. Two new girls down the street stopped to watch. Old Mrs. Crenshaw peered up from her petunia bed near the street.

Marty felt very important as he wheeled the bicycle out to the edge of the street. Tomorrow he would go down to the newspaper office and apply for a carrier's job!

"Hurrah for the mechanical marvel!" cheered Patty.

Marty carefully checked the street in both directions. He swung one leg over the bicycle. It coasted smoothly down the slight hill in front of the Anderson's house. At the corner he turned and pedaled back up, grinning from ear to ear.

Then it happened.

Something snapped. There was a whirring, grating sound, then a *boing*! The front wheel went out of control. And suddenly Marty found himself lying in the petunia bed, looking up at Mrs. Crenshaw!

"Marty, are you all right?" Mrs. Anderson cried.

Marty stood up and dusted his hands. He was fine, he decided after a moment, except he felt awfully foolish having everyone see him land in the petunias.

But the bicycle was not fine. The broken chain was tangled in the spokes of the wheel. A fender was bent and a pedal broken. It was almost a pile of junk again.

Marty had to blink very hard to keep the tears from slipping down his face. He apologized to Mrs. Crenshaw and patted the dirt back into place around the petunias.

Still near tears, Marty asked his father, "How come it had to happen? I worked so *hard*."

"When I try to do something and fail," Mr. Anderson said, "I usually ask myself, 'Now what did God want me to learn from this failure?'"

Marty asked himself that question over and over again as he tried to un-

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COUNSELOR

JAMES R. ADAIR *Editor* • DON CRAWFORD *Executive Editor* • GRACE FOX *Publication Editor* • RICHARD TURNER, Ed. D. *Education Editor* • SAM POSTLEWAITE, STAN MICHALSKI *Art and Production*.

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A TRUE STORY
by Teddie Bryant

"WHAT A WAY to spend a birthday," mumbled Carolyn Bryant to herself as she sat at the table, trying to listen to the grown-ups talk. They were discussing her parents' missionary work among migrant workers in Florida. No one seemed to know she was even there.

Carolyn's birthday came in August. She and her parents usually traveled during the summer months, visiting the churches which helped support them. Her birthday was almost always spent in a new place, with very little celebration. Sure, she always had a cake and presents, but never a party with children her own age.

Tonight was no different. They were having supper with some people from the First Baptist Church in Medina, Ohio. After-

Forgotten Birthday

ward, her mother and father would speak to the junior department of that church. She dreaded meeting a lot of new children when she was so unhappy. Sometimes being a "missionary kid" was *no fun!*

At breakfast, she had received her birthday presents. But even the pretty new red and white striped dress couldn't make her forget the disappointment she felt when mother said, "Carolyn, since we have a meeting tonight, we'll have to have your cake tomorrow. You won't mind, will you, dear?"

"No, Mom, I understand," she had answered. "Tomorrow will be fine." But in reality, she had been disappointed.

She had felt terrible all day, and now it seemed she was completely forgotten. No one had even mentioned her birthday.

Later, when she walked into the junior department at the First Baptist Church, with her parents, she felt like crying. The room was filled with boys and girls. They had all turned around to look at her and grin. Some of them whispered to each other. Carolyn felt sure they were talking about her. She rubbed her eyes to stop the tears from running down her face. She wasn't going to let them see her cry.

"Would you like to sit with the other children?" mother asked.

"No thanks, I'd rather sit with you," she answered.

It seemed as though the meeting would never end. Her parents showed slides of the work in the migrant camps and told the juniors how the Lord was blessing. They thanked the boys and girls for praying for their work and for the money they sent each month.

Finally the meeting was over and Carolyn could hardly wait to leave. She wasn't listening too closely to the lady who was standing and speaking at the front of the room. Then she heard her name mentioned. The lady was saying:

"Tonight the 'Live Y'ers' have a surprise for Carolyn. They knew she would be having a birthday while she was here at our church, so they decided to have a party for her. They've been planning it for several weeks and are just as excited about it as they knew Carolyn would be."

Carolyn couldn't believe it—a party just for her! No wonder everyone had smiled and whispered when she came in. She was the only one in the room who didn't know what was going on.

The girls gathered around her, all talking at once. When they led her to the next room, her eyes got as big as saucers. In the center of the room was a table with not one, but two big, beautiful cakes with her name spelled out on top.

"Hey Carolyn," shouted one boy, "look at all the presents. Wait until you see the one I brought you."

At the end of the room was a table piled high with presents. Carolyn had never seen so many in her life.

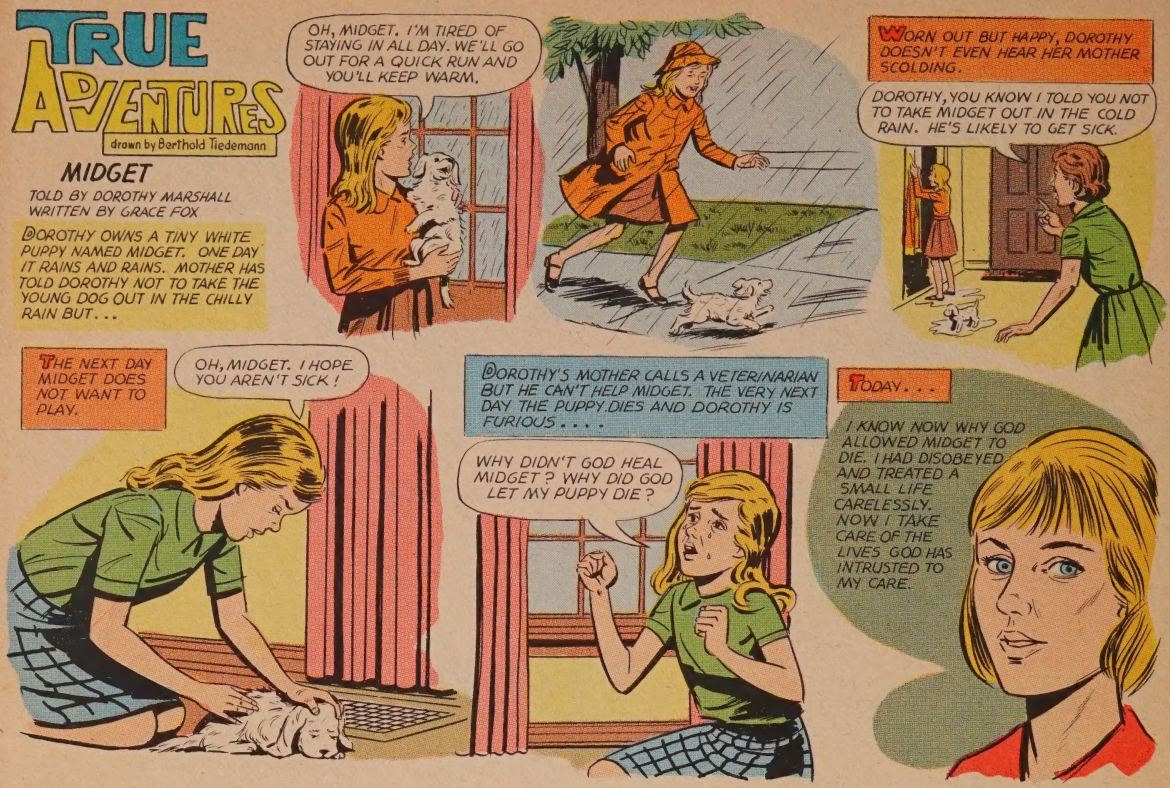
By now the tears were running down her face, but she didn't mind a bit. They were tears of joy.

What fun it was to open the presents! There were games, books, purses, clothes—everything a 10-year-old girl would like. The other kids were excited too. They had bought the gifts themselves and enjoyed watching her open them.

By the time the packages were all unwrapped and the cake and ice cream was eaten, Carolyn felt as if she had become a part of the group.

That night, before she went to bed, Carolyn looked over her presents again. She knew she would never forget her 10th birthday. She was even glad she was a missionary kid.

And the juniors—the 'Live Y'ers of the First Baptist Church—would especially remember the happiness they gave Carolyn on her birthday.



Marty, the Mechanical Marvel
continued from page 2

wind the chain from around the spokes. But he just couldn't find an answer. What could he possibly learn from a broken-down bicycle?

He was still working on the bicycle when his mother called to tell him it was time to get cleaned up for Sunday evening services at church.

"May I stay home, please?" he asked. "I just have to get the bicycle fixed tonight so I can go to the newspaper office tomorrow."

Mrs. Anderson came to the door. "Is it really that important?"

Marty started to nod but gulped instead. Because all of a sudden he knew *exactly* what the Lord was trying to teach him!

He had put the bicycle first. He had skipped Stockade, prayer, even church because of the bicycle! There was nothing wrong in having a bicycle, Marty knew. What was wrong was that he had let that bicycle become more important to him than his friendship with God.

Slowly Marty stood up and wiped his hands on a greasy rag. He grinned. "It can wait," he said. "I'm going with you."

●

What Are the Words?

1. Joseph's father gave him a C _ _ _ of many colors.
2. Joseph's brothers came to Egypt to buy C _ _ _.
3. Moses heard a voice from the burning B _ _ _.
4. The tabernacle was a large T _ _ _.
5. The Wise Men from the east followed a S _ _ _ to Bethlehem.
6. They gave G _ _ _ to Jesus.
7. Jesus' mother M _ _ _ thanked them and remembered their visit.
8. Herod was a cruel K _ _ _.

by Mildred Olive Honors

answers: 1. Coat; 2. Corn; 3. Bush; 4. Tent; 5. Star; 6. Gold; 7. Mary; 8. King.

A Bible Puzzle about our God

The Bible tells how wonderful our God is. In each quotation, underline the correct word to complete the quotation. Then rearrange the first letters of the six words to form one of the titles given to Jesus Christ.

1. "How (holy, excellent, marvelous) is Thy lovingkindness, O God!" (Psalm 36:7).
2. "The testimony of the Lord is (sure, perfect, wise)" (Psalm 19:7).
3. "The Lord is (kind, tender, merciful) and gracious" (Psalm 103:8).
4. "The Lord is (just, righteous, eternal) in all His ways" (Psalm 145:17).
5. "Thy Word is (steadfast, glorious, true) from the beginning" (Psalm 119:160).
6. "How (amiable, refreshing, beautiful) are Thy tabernacles, O Lord" (Psalm 84:1).

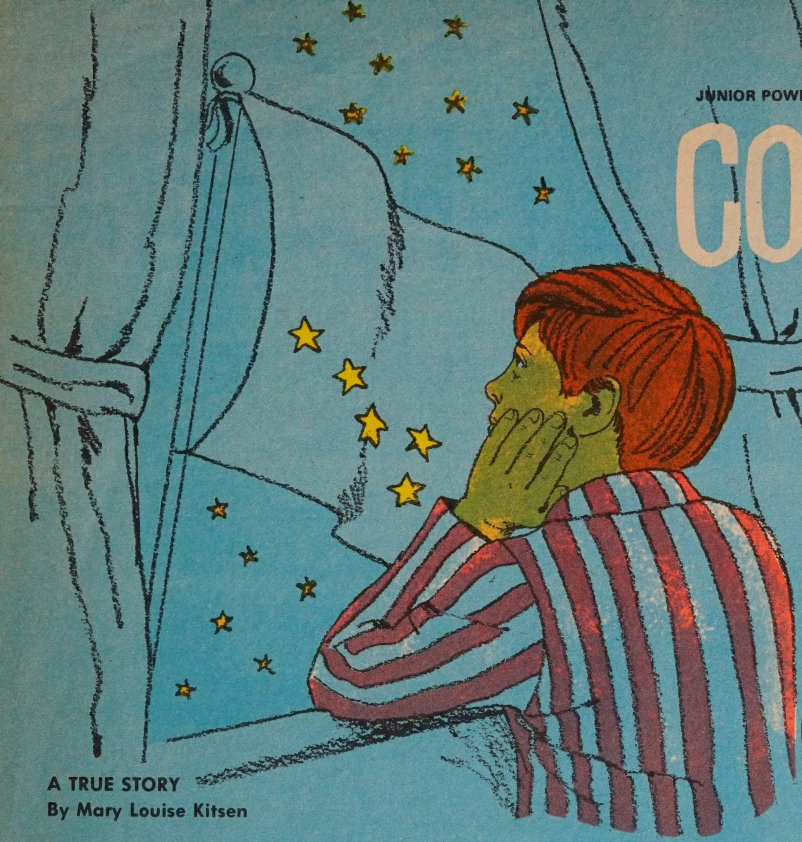
by Grace V. Watkins

answers: 1. excellent; 2. sure; 3. merciful; 4. righteous; 5. true; 6. amiable; Title: Master (Luke 9:33)

JULY 2, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR



Benny Benson wanted to enter the flag designing contest, but he couldn't think of a good design.

A FLAG OF OUR OWN

A TRUE STORY
By Mary Louise Kitsen

ONE day before Alaska became a state, the local commander of the American Legion visited the Territorial School in Seward, Alaska. Seventh grader Benny Benson sat up straight. He was eager to hear what the commander had to tell them.

The man started his talk by having the class pledge allegiance to the flag of the United States of America.

"Boys and girls," he said afterward, "someday Alaska will become one of the United States. Right now we are only a territory. When we become a state, we will be represented by a star added to these 48 stars now on the flag.

"Right now, we aren't on this flag. And we don't even have a flag of our own. Every territory has one except Alaska.

"I'm here to tell you that the American Legion is sponsoring a contest to help choose a design for the flag of Alaska. All students in seventh grade through twelfth are eligible to enter."

Benny was excited. He'd already heard that the territory had decided it needed a flag. Now he was being given a chance to design it! As he listened to his teacher encourage them to take time to think about Alaska and what it meant, Benny's mind whirled.

"Boy, I'd sure like to win!" he thought. "Wouldn't the kids and people at the mission home be pleased if I did?"

You see, when Benny was only three, his mother had died. His father was unable to take care of the large family. So he placed Benny, along with his brothers and sisters, in the Jesse Lee Mission.

The mission was a home for children. It was run by people in a church in Seward. They tried to make the children as happy as possible. Benny thought that if he won, he would be repaying some of the kindness he'd been shown.

All the boys and girls at the home who were old enough to enter the contest worked on flag designs. Benny tried and tried to think of a design but nothing seemed right.

He thought of the flags that flew from fishing boats. He thought of the flag waving in front of the mission. But he could not picture the way his flag should look.

That night Benny could not sleep. The other children had made designs. He had nothing. He got out of bed and stood looking out of the window at the stars.

One of the mission women came over to him. She seemed to know what was wrong. "Benny, take your hopes to God," she suggested.

Why hadn't he remembered to do that before? Benny had been a Christian for a long time. He should have prayed instead of worrying. Immediately, he told

continued on page 2

continued from page 1

God how he loved Alaska. He told Him about wanting to win the contest for the other children and good people at the mission.

Then Benny got his idea for the flag. What he wanted more than anything was to own his own fishing boat someday and sail under the beautiful skies of his home, Alaska.

Taking a piece of paper and some crayons, Benny drew the North Star and the seven stars of the Big Dipper, coloring them gold. He made the sky blue.

Underneath his drawing, he wrote these words: The blue field is for the Alaskan sky and the forget-me-not, an Alaskan flower. The North Star is for the future of Alaska, the most northern territory of the Union. The dipper is for the Great Bear, symbolizing strength.

Yes, Benny's flag design won the contest! On a lovely, clear day in May 1927, the children of the mission watched the new flag of Alaska, designed by Benny Benson, go up on a pole in front of the mission home. What a wonderful moment it was for 13-year-old Benny, the other children, and the staff. What a wonderful day for God who gave Benny his idea!

This flag represented the territory of Alaska for 31 years. Now it stands for the state of Alaska. It represents the wonders of nature, the wonders of our Creator. And, like Benny, a boy who trusted God for an idea, it is very special.

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COUNSELOR

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Double Dutch

A FICTION STORY
by Barbara A. Steiner

LAVINIA JONES, Vinny to her friends, watched the scene before her as if it were a bad TV show.

"You can't jump with us, Elsa," Patty Murphy, Vinny's best friend, was saying. "We have too many now." Then she ran in for her turn in jump rope, her red curls bouncing.

Elsa turned slowly away. Her limp brown hair was far from bouncy. Vinny noticed the white line near the bottom of Elsa's dress where her mother had let the hem down.

Patty jumped, then called Rita Gonzalas to jump with her. Rita was best friend to both Patty and Vinny. They were a trio Miss Foley said. They had been so happy this year because they were all in Miss Foley's fourth grade.

Vinny didn't feel very happy at the moment though. She remembered the Bible verse she'd memorized at Sunday School yesterday. "This is my commandment that you love one another, as I have loved you" (John 15:12).

Patty hadn't shown any love for Elsa. But neither had Vinny when she kept quiet about Elsa playing with them.

The bell announced that recess was over. Everyone hurried to get in line.

Miss Foley stopped the trio as they ran for the door. "Girls, it's hard to make friends in a new school. I wish you would help Elsa. If you are friendly to her, the other girls soon will be too."

"But Miss Foley," Patty protested. "We're a trio. You said so yourself. Besides I don't like Elsa. She's, well, different."

"We are all different," Miss Foley commented. "That's what makes our world so interesting. Lavinia's skin is black. Rita's is brown. Your skin is pink and hair is red and you have freckles. I am older than you, but we are all similar inside. If we were all like paper dolls in a chain, we'd get tired of each other."

"And you couldn't tell us apart in class," Rita said laughing.

"Will you promise me you will try to be friends?" Miss Foley continued, her arm around Patty.

"Yes," Patty said slowly.

"OK," Vinny and Rita said together.

After lunch the girls invited Elsa to play double Dutch, Vinny's favorite game. They turned two ropes at one time, each going in the opposite direction. It was twice as easy to miss.

Vinny and a fifth grade girl started turning. Vinny enjoyed the rhythm of the turning almost as much as jumping. Rita jumped first, 25 times. Pretty good. Rita, Patty, and Vinny liked to compete to see who could jump the most times.

"I'll turn," Rita said. She took Vinny's ropes, hardly missing a beat. Vinny stood bobbing back and forth. The

Vinny got in on the second try. She could feel her black braids bumping against her ears.

hardest part was running in. She missed.

Patty shouted, "That's OK, Vinny. You get another chance."

Vinny got in on the second try. She could feel her black braids bumping against her ears. She jumped 40 times.

Then it was Elsa's turn to jump. "I can jump one rope but I've never jumped double Dutch," she said.

Vinny showed her how to get the rhythm and watch the ropes before she ran in. She got in, jumped once, then tripped.

"You missed," called Patty. "My turn." Elsa moved out of the way and watched as Patty ran in perfectly. The bell stopped her at 95.

"Coming to my house to play?" Rita said to Vinny after school.

"How about Elsa?" asked Vinny. "We promised Miss Foley we'd play with her."

"We may have to play with her at school," Patty said, "but we don't have to take her home."

"It only takes three to jump rope," added Rita.

Vinny hesitated, then swallowed hard. "I'd better go home today. I told Mama I'd help with Stevie." Stevie was Vinny's baby brother.

Now what have I done? Vinny thought as she started home. *Elsa's not much fun. She's shy and can't jump rope.* Nevertheless, Vinny hurried to catch up to drooping Elsa. *I do belong to Jesus,* she reminded herself. *And I guess this is part of loving others.*

"Elsa, wait," she called.

Elsa's face lit up. "Why, Vinny, I thought you'd gone home with Rita and Patty," she said.

"Oh—not today," Vinny hedged. "Can you come over and play?"

"I'd love to, Vinny," Elsa answered. "No one's home at my place. Mother works until 6 o'clock."

How terrible to go home to an empty house! thought Vinny.

When they reached her home, Vinny's baby brother was sitting on the front porch and her three younger sisters were playing jump rope. Mama was in the good-smelling kitchen. She spread jelly on leftover corn bread for the girls. Vinny loved corn bread almost as much as the coconut cake her mother was frosting.

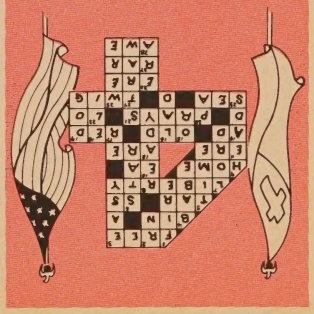
She and Elsa sat on the porch, eating and watching the jump rope game. Finally Elsa said, "Patty doesn't like me, does she?"

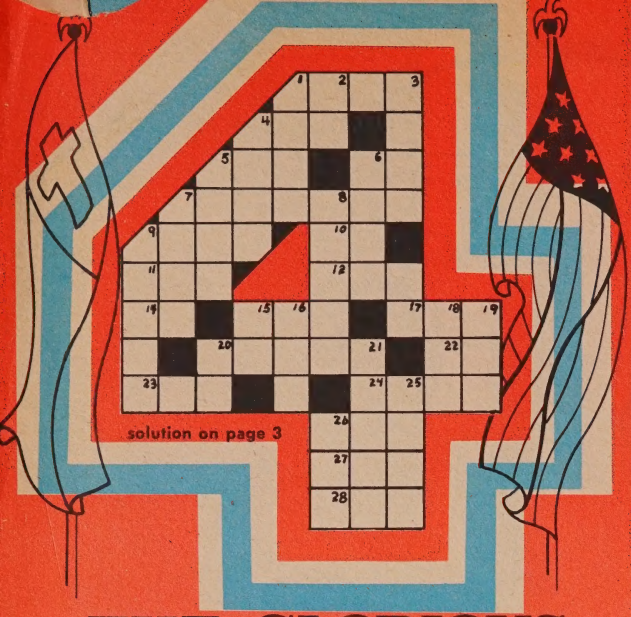
"It's not just you, Elsa. She loves jump rope so much she won't play with anyone who can't jump." Then the thought that had been rolling around in her head like a marble in a maze game flipped out. "I have it! C'mon." Vinny pulled Elsa to her feet. "You're going to learn to jump double Dutch."

Vinny got another rope and her sisters turned for the game. Elsa caught on fast with such an expert teacher. Her smile completely changed her appear-

continued on page 4

solution to page 4 puzzle





THE GLORIOUS FOURTH PUZZLE

by Sylva Harper

across

1. "If the Son therefore shall make you _____, ye shall be free indeed" (John 8:36).
4. A box or enclosed place for holding coal, potatoes or grain.
5. A black substance put on some roofs.
6. First letters of the two words "Sunday School."
7. ". . . where the Spirit of the Lord is, there is_____" (2 Cor. 3:17).
9. _____ is where the family can enjoy being together.
10. First letters of the two words "encourage all."
11. "Sir, come down _____ my child die" (John 4:49).
12. The stripes on the flag of the United States of America _____ red and white.
14. The two letters _____ stand for Anno Domini (the year of our Lord).
15. The flag of the U.S. is called _____ Glory.
17. The brightest of the colors in the U.S. flag.
20. When Mary kneels beside her bed at night, she _____ to her heavenly Father.
22. After the Resurrection, Jesus told His disciples, "And, _____, I am with you always" (Matt. 28:20).
23. The flag waves over land and _____.
24. A very small branch or shoot of a tree.
26. Same as 11 across.
27. First letters of the three words "redeemed are righteous."
28. "Stand in _____, and sin not" (Ps. 4:4).

down

1. The Fourth is often celebrated with displays of _____ works.
2. First letters of the two words "registered nurse."
3. The Lord Jesus said, "For My yoke is _____, and My burden is light" (Matt. 11:30).
4. Jesus came to earth to be born as a _____.
5. July 4th is a _____ for rejoicing because the United States is a free country.
6. The emblem (singular) seen in the blue corner of our flag.
7. ". . . put your trust in the _____" (Ps. 4:5).
8. "Therefore be ye also _____" (Matt. 24:44).
9. "And when these things begin to come to pass, then look up, and lift up your _____" (Luke 21:28).
15. An American citizen must honor his flag _____ he'll be disloyal.
16. When Jesus fed the multitude, He did so with the five barley loaves and two small fishes that had belonged to the _____.
18. Priest under whom Samuel served in the temple (1 Sam. 3:1).
19. Often a boy or girl's favorite pet.
20. A very short nickname for Father.
21. "The lion shall eat _____ like the ox" (Isa. 11:7).
25. The Christian and the American flags _____ both on the platform.
26. We speak of the Christian _____, meaning the period of time since Christ's coming.

continued from page 3

ance and Vinny realized how unhappy she had been.

Helping Elsa made Vinny feel good inside.

When Vinny's mother called supper, Elsa hugged Vinny. "Thank you for helping me," she said, and ran toward home.

How funny that helping someone makes you love her, thought Vinny. She skipped into the house. What fun it would be to surprise Patty!

At noon recess the next day, Miss Foley volunteered to turn the jump ropes. She and Vinny soon had the ropes flying. Vinny looked at Elsa and winked. Elsa smiled.

Patty and Rita jumped and then it was Elsa's turn. She ran in quickly.

"Eighty, eighty-one, eighty-two," the girls chanted as Patty's eyes got bigger.

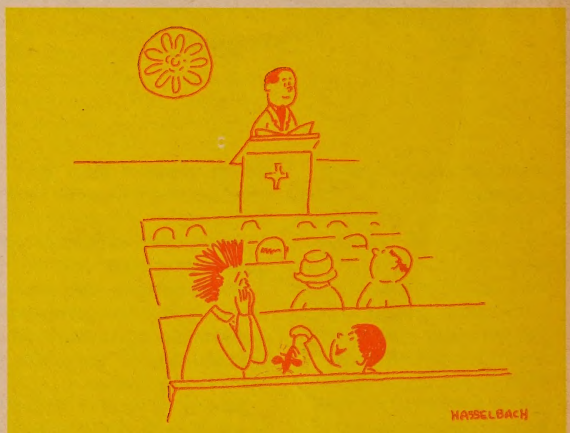
When Elsa reached 150 and was still jumping, everyone was about to pop. Vinny couldn't keep a big grin off her face.

The bell cut the jumping record short.

"Boy, Elsa, you might have made 200 if it wasn't for that old bell," Patty said as she walked beside Elsa. "I didn't know you could jump like that. If you could play with us after school today, we might break the school record."

Miss Foley walked beside Vinny. She looked at her and smiled. Did she know Vinny's secret?

Vinny smiled back. "Isn't four called a quartet, Miss Foley?" she asked. Miss Foley nodded.



"It's OK, Mom. It's only a churchmouse."

JUNIOR POWER/LINE PAPER

COUNSELOR

JULY 30, 1978

LOST!

A TRUE STORY
by Mary Louise Kitsen

IT WAS a beautiful Saturday. I was 11, and a neighbor, Mr. Smith, had brought a group of us kids to the woods by West Mountain, near my home in Connecticut. I was one of the youngest. Most of the kids were in their early teens.

Mr. Smith was firm before we started out. "No one is to wander off alone. Is that clear?" he said.

He gave each of us a small, shrill whistle on a string. We were to wear them around our necks to use in case we should become separated from the group.

The hike proved to be more fun than I thought it would. Being a child of florists, I was very interested in plants and flowers. I couldn't believe all the unusual plants I was finding.

I tagged along behind the others, just looking and looking. Several times Mr. Smith urged me to "come along." Each time I hurried to catch up. Then I'd see another plant or flower and get behind again.

I noticed some tiny yellow flowers, peeking out from under a large rock. I went to look and saw a plant with a strange leaf beyond that. I went to check it out and noticed a small, strangely shaped tree beyond that. In the meantime, I was wandering farther and farther away from the trail and my friends.

Suddenly I realized I was alone. I looked around, trying to figure out which way I'd come. I looked for the plant with the strange leaf and saw several of them—all in different directions!

"Oh, why did I start out on my own?" I groaned. "Mr. Smith warned me so often. Why was I so dumb?"

I thought of my whistle. But where was it? The string was broken and the whistle gone. What would I do?

I started yelling as loudly as I could. I listened but heard nothing—no answering voices, no sound of footsteps. Where were the others? How far had I wandered? Now I was scared, really scared!

Then I remembered something my parents had taught me: When in trouble, always turn to Jesus. I sat down on a large rock, bowed my head, and tearfully told Jesus my story.

I didn't want to be out in the woods alone at night.

Knowing He was with me, helped me think more clearly. Why had I been so confused about directions? The mountain was the answer. To get back to the trail, I'd have to walk away from the mountain. And I'd have to watch carefully for the small blue marks on the trees. They marked the trail.

I went slowly, glancing back at the mountain from time to time. I looked at each tree carefully, hoping to spot a blue mark. I was so scared, I was shaking inside as if chilled.

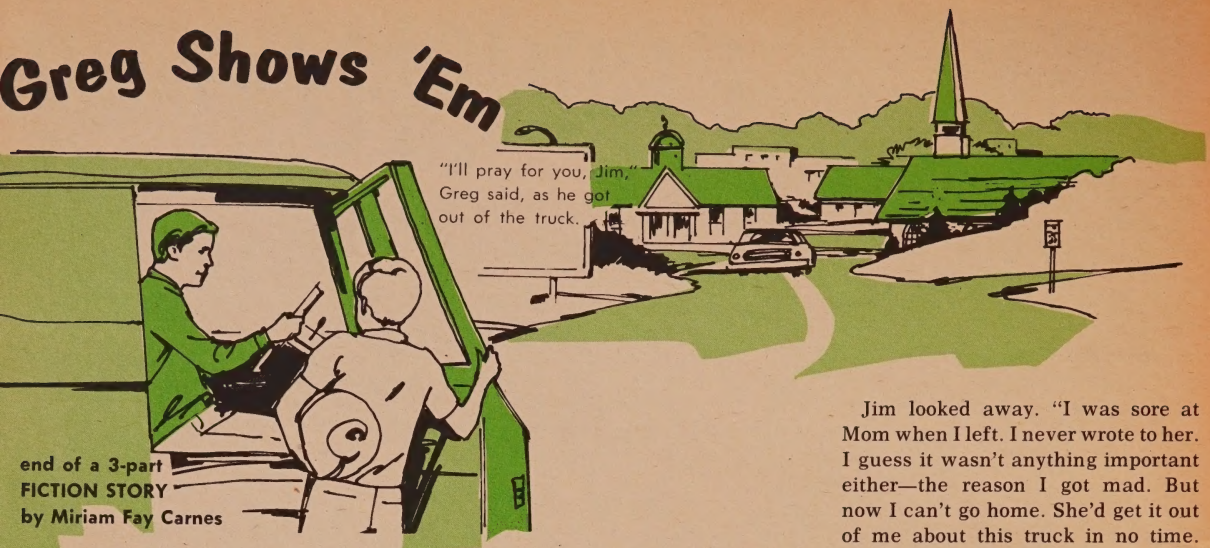
Suddenly, I felt a drop of water on my face, then another. I looked up. The sky was dark! I'd been so worried about finding the trail that I hadn't noticed the weather changing. Then came a low rumble of distant thunder.

"Oh, no!" I wailed. "Jesus, what do I do now?"

Later, I would learn that when Mr. Smith noticed the weather changing, he turned the group around. They had started back to the road when he realized I wasn't with them. Telling the two oldest to get the others to the

continued on page 3

Greg Shows 'Em



"I'll pray for you, Jim," Greg said, as he got out of the truck.

end of a 3-part
FICTION STORY
by Miriam Fay Carnes

What happened before: One night, Greg Peters, 11, hides in an unused furniture truck in his neighbor's yard, just to get even with his parents who he feels are against him. He wakes up to find the truck in motion. When he finally gets the driver's attention, they are some 200 miles from home. The driver is Jim, a young man just back from the Army. He has stolen the truck because of losing all his money gambling. He is horrified at finding Greg in the truck but won't let him go. He suggests that they stop for breakfast, and Greg hopes to escape. Now finish the story. . . .

AS THE truck turned off the freeway, Greg wondered how he could get away. But Jim seemed to read his thoughts. "Don't try anything," Jim warned. "I've got a gun here." He patted a bulge in his pocket. "I've got to figure out what to do with you."

Greg didn't think the bulge looked like a gun. But he decided not to take a chance.

They stopped at a small drive-in restaurant a little way down the road. Jim ordered ham and eggs for them both, with coffee for himself and milk for Greg. The waitress brought their order and then went back to the kitchen. It was still early and the place was deserted.

Greg looked down at his plate, wondering what to do. Since he had accepted the Lord he had never eaten a meal without giving thanks. Jim would probably laugh at him but suddenly he didn't care. If he had been more careful about honoring Jesus, he wouldn't be in this situation. So he bowed his head and murmured his thanks. He added a silent prayer that God would help him get back home and help Jim do what was right.

When he raised his head Jim was staring at him. "I suppose you go to church every Sunday," he said.

Greg nodded.

"I used to go—a long time ago," Jim said slowly. "If I went home Mom would still expect me to go."

"Haven't you been home yet—since getting out of the Army?" Greg asked.

Jim looked away. "I was sore at Mom when I left. I never wrote to her. I guess it wasn't anything important either—the reason I got mad. But now I can't go home. She'd get it out of me about this truck in no time. She's like that."

"That's just like me," Greg said. "I got mad at my parents—and now look at the trouble I'm in. I'll bet if you went back home your mother would be glad to see you."

"I don't know. She probably doesn't care anymore. Nobody cares anything about me." An unhappy look filled Jim's eyes.

Would it be right to make such a promise?

Just what I told myself, Greg thought. *Only it wasn't true.* "God cares about you," he said aloud. He didn't know what made him say it. The words just popped out.

"God?" Jim laughed scornfully. "Why should He care about me? I've never done anything for Him."

"But you don't have to do anything for Him," Greg said earnestly. "He sent His Son to die for us—for your sins and mine too. He just wants you to love Him."

"That's what Mom used to say," muttered Jim. Suddenly he pushed back his chair and tossed a bill onto the table. "Let's get out of here!"

Back on the freeway, he was quiet for a long time. Then suddenly he began to talk about things he had

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COUNSELOR

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WINNERS NEVER QUIT

Scenes from the Regional Awana Olympics in Omaha, Nebraska in 1976—the year I filled in for our Guards team.

Don Blanco photos

COULD this really be happening to me? I was only in third grade, in April 1976, yet there I was, suddenly part of our Awana Guards' team of 6th, 7th, and 8th graders. And we were about to represent the Valley View Baptist Church of Council Bluffs, Iowa in the Regional Awana Olympics in Omaha, Nebraska.

As I took my place behind the yellow line, I held my arms tightly against my sides to keep from trembling. In my gray and red uniform, I felt like a little wren among canaries as the older girls in their yellow shirts chattered all around me.

What if I fell down when we were running? What if I had to jump for a balloon against a tall girl?

I searched the milling groups of girls in blue and green shirts from other churches. Some of them were even taller than our Guards. I took a deep breath and clenched my fists.

All year we had talked excitedly about the Olympic games. They are the highlight of the International Awana Club program. One evening a week we meet at church for an hour and a half. We wear gray and red uniforms and work in our handbooks, memorizing Bible verses and studying the Bible. Then we practice the games and relays.

For months our club had worked hard to meet the requirements for the Olympics. I had qualified but had been passed up because there were enough 4th and 5th graders for the Chum team. I had been disappointed but realized I'd have other years to compete.

When I followed my parents into the huge gym earlier that evening, hundreds of people were already in the stands. It was easy to pick out my fellow clubbers in their gray and red uniforms.

We looked for the yellow contest shirts our girls' teams were wearing. (The girls were to compete at one end of the gym, the boys at the other.) Finally we found seats in the bleachers behind our girls' teams. *continued on page 2*

told by Crista Jager, 11
written by Mildred Barger

CRISTA JAGER

JUNIOR POWER/LINE PAPER
COUNSELOR

photo by Leon Kliewer

These are our Valley View Baptist Church's Guards (1976). I'm the smallest girl kneeling in the front. See the trophy we won?

continued from page 1

I waved to my sister Carla and to others on our Chum's team. They were lined up and ready to go.

But our Guards were milling around nervously. I thought I heard them mention my name, and they kept staring at me. I nudged my mother. "What are they saying about me?" I asked. "See, Cathy is looking this way."

Mother went and talked to one of the leaders, then came back, smiling. "They want you on their team," she said. "They were checking to see if you could be substituted for a Guard. One of their girls hasn't come and the two alternates are sick."

"Y-you mean, you mean they want me on the Guards' team?" I stammered.

By this time several of the Guards were walking toward us. "But she's only in third grade. She won't be any help," one of the eighth graders was saying. And frankly I agreed with her. They were all older and bigger. I just *couldn't* play with them.

"What else can we do?" asked Cathy Jones, an eighth grader. "We can't play with only 14, and we aren't going to quit now!"

Turning to me she pleaded, "Crista, we need you. You're our only chance."

Mother smiled at me. "I think you can do it, Crista. But it's up to you." As Girls' Commander in our Awana Club, Mother had tacked on our bulletin board at church the reminder: "Winners never quit and quitters never win." My mind whirled as I huddled beside her, wondering what to do.

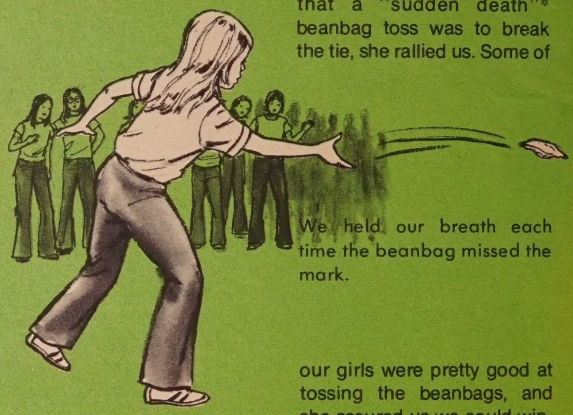
With the girls urging me, I finally agreed to help. So here I was.

The Olympics opened officially with a salute to the national and Christian flags. My spine tingled with excitement as I thought of hundreds of other Awana Clubs taking part in Olympics like this.

I began to relax when we sang our Awana theme song with the words, Approved Workmen Are Not Ashamed. When a man prayed that no one would be hurt during the games, I sighed with relief.

The first event was to be a beanbag relay, followed by a sprint, a three-legged race, a balloon volley, and a three-lap sprint. The starting signal sounded and excitement grew with each event.

I played only when the whole team was needed.



We held our breath each time the beanbag missed the mark.

Watching the scoreboard on the wall, I knew our real battle was with Park Lane. The other churches received only a few points. At halftime, we were leading by 14 to Park Lane's 12.

We were thrilled. Our church had never captured first place. The Guards had finished second the year before. And this was the last year in club for our eighth grade girls. They kept saying, "We just *have* to win this time!"

They cheered and clapped when my name was called for an honor trophy during halftime ceremonies. This award meant I had completed the most work in our Awana handbook and was the outstanding clubber of the year for Valley View Chums.

At this point, however, I hardly knew whether I was a Chum or a Guard. I hoped I could last through the rest of the games.

We really struggled through the second half. At times I could hear my parents cheering as fans from our home church called encouragement to us.

After a four-way tug of war, a marathon relay, and a beanbag grab, we were ahead 23 to 19. Then Park Lane added four points to tie the score!

Everyone on our team, except Cathy, thought we were going to lose. Upon learning that a "sudden death"* beanbag toss was to break the tie, she rallied us. Some of our girls were pretty good at tossing the beanbags, and she assured us we could win.

We held our breath each time the beanbag missed the mark, then exhaled as the girl on the other team also missed. One, two, three times we waited, and each time, no score. Finally, the fourth girl from our team hit the target. We all jumped up and down, screaming with joy as we realized we had won first place!

On the way home that night, I thought, *What if the Guards hadn't asked me to play because they thought I was too young? What if I had been too scared to try? What if I hadn't learned to trust the Lord? What if He hadn't helped?*

But I *had* trusted Him. And He *had* helped. And we *had* won. Thank the Lord!

---

* *The first team to score a point wins.*

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AUGUST 13, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

ONE DAY WHILE SITTING IN A SWING

I was sitting in my own backyard in a swing set.

told by Eric Carter
written by Jeri Marsh

SOME PEOPLE become Christians in very exciting ways. Maybe they come close to death—and it scares them so badly that they decide they want to be prepared to die. So they receive Christ and serve Him from then on.

Or maybe they get into some kind of bad trouble, and God helps them. So they decide to serve Him.

But it does not have to be like that. Some people become Christians because of simple things. That's what happened to me.

I was sitting in my own backyard in Beaverton, Oregon, in a swing set. It was a large yard with lots of trees—a nice, green place. I was thinking about God and about life and death.

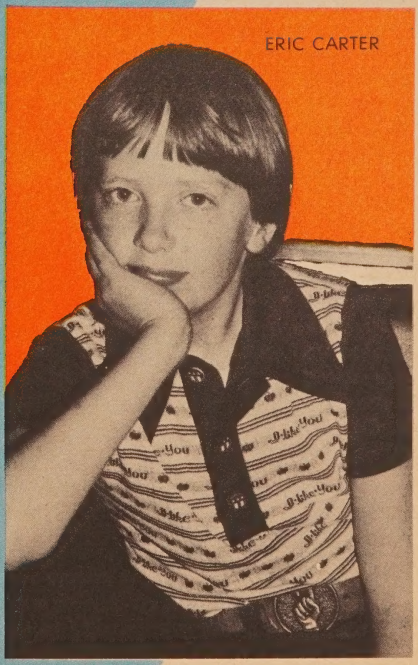
Dying is scary if you aren't a Christian. A person who doesn't know Jesus as Saviour doesn't know much about what's out there. He knows that when he dies, he won't be on earth anymore, but he doesn't know where he will be.

My parents had become Christians some time before that. Although our neighbors in one town had told them about Jesus, Mom and Dad hadn't really liked what they had said. I think they kind of hoped the people would be quiet.

When we moved here to Beaverton, we soon discovered we were living across the street from another Christian family. (I think that was part of God's plan to be sure we got to know about Him.)

Our new neighbors told my mother more about Jesus, and she received Him as her Saviour. Then a little while later, Dad became a Christian too.

continued on page 4



ERIC CARTER

A FICTION STORY
by Miriam Fay Carnes

"It's a chord organ," said Mrs. Stamm.

SANDY KEEPS A PROMISE

"I'VE got to hang up, Sandy," Barbara said. "Got to take my music lesson. Ugh—I hate Fridays."

Sandy Parson replaced the receiver, frowning. *Why does Barb hate the piano so?* she wondered. *If only I could take lessons. But with no piano and not enough money . . .*

Sandy knew her father earned good wages as a carpenter—when there was work. But with eight in the family, including Great Grandfather who was almost blind, money was always short.

Going to her room, Sandy took out her little hoard of baby-sitting money. It wasn't growing very fast. Not many people wanted to hire an 11-year-old. Would she ever have enough for a musical instrument?

The phone rang and Sandy flew to answer it. It was Mrs. Stamm across the street. "Sandy, you know we're moving next week. Could you come over tomorrow and help me clean out the attic? I'll pay you."

"I'll ask Mother," Sandy said. She hated to see the Stamms leave—but the money would be welcome.

Mother said "yes," and the next day Sandy was working with Mrs. Stamm. "All the junk one collects in 15 years!" Mrs. Stamm exclaimed as Sandy returned from her fifth trip to the trash can in the alley.

"What's that?" Sandy pointed to a cloth-covered object.

Mrs. Stamm's eyes were suddenly sad. "That belonged to our daughter. You know she was killed in a car accident about a year before you folks moved here." She pulled off the cloth, revealing a small organ. "It's a chord organ," she said.

Sandy gasped. "It's beautiful!"

"Anyone can play it." Mrs. Stamm plugged the cord into an outlet and pulled some books from an envelope. "Here; try 'Silent Night'. It's quite simple. All the keys are numbered."

Sandy's heart pounded as she slid onto the stool. Mrs. Stamm turned a button and the organ sighed. Sandy put her fingers on the keys, pressing the ones numbered above the notes in the book. "Why, I'm playing it!" she cried. "This is what I'll buy when I get enough money. Do they cost much?"

"Around $60," Mrs. Stamm said.

"Could I play one more piece?" Sandy begged. "Then I'll get to work again."

"Of course. Here's a book of hymns. Pick out your favorite." Sandy went through "The Old Rugged Cross" with only one mistake.

Later, at home, Sandy was starry-eyed. If only she could earn $5 every week! She'd soon have enough for an organ!

The Parsons had just finished dinner that evening when the doorbell rang. It was Mr. Stamm, carrying a big carton. Mrs. Stamm was right behind him.

"This is for Sandy," Mr. Stamm said.

Sandy's eyes flew open wide. "It isn't—it isn't—?"

Mrs. Stamm nodded. "Yes, it's the organ. Someone ought to be enjoying it. We couldn't think of anyone who would get more pleasure out of it than Sandy."

"Oh, Mrs. Stamm—I can never thank you enough!" Sandy was close to tears.

"There's just one condition, Sandy," Mrs. Stamm said. "I know you are a Christian, so I want you to promise you'll use it for the Lord."

"Oh, I will!" Sandy promised.

In the weeks that followed, Sandy rushed home from school every afternoon. She did her chores and homework right away so she could play her organ. She did not forget her promise to Mrs. Stamm. "But how can I do it, Mother?" she puzzled. "I've tried to teach the boys hymns but mostly they'd rather watch TV."

"Just be patient," her mother advised. "The Lord will show you how."

The next week Sandy's Uncle Jim and Aunt Susan came to visit. Sandy was proud of her uncle and aunt. They were missionaries, home on furlough. They

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AUGUST 20, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

IF-YOU-AREN'T-CAUGHT—

A TRUE STORY
by Betty Barkman

OH, those arithmetic drills! Mr. Reimer would rattle the numbers off and we fifth graders would scramble to be first with the correct answer.

One day I got the answer first three times in a row. Each time Mr. Reimer checked my answer, and each time I was right.

Then I began to fumble. But eager to keep my place, I raised my hand though I had no answer at all. This time Mr. Reimer didn't check me. I tried it again—pretending to have the correct answer when I didn't. And no one knew.

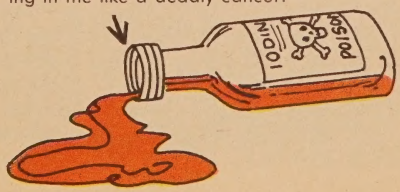
That day, as a 10-year-old in a country school, I made a discovery. It was one of Satan's favorite lies: If you aren't caught, it's OK to do wrong.

Although I'd had no trouble keeping up good grades by studying, I soon found it was easier to cheat by copying or by fooling the teacher in some way.

One day when I was 11, we were having a class drill in spelling. I'd been cheating, and Ken, a sharp-eyed classmate, had noticed. He reported me to the teacher who turned and asked point-blank, "Is that true, Betty?"

"No, it's not," I lied. And he believed me. *continued on page 2*

The habit of cheating was quietly growing in me like a deadly cancer.



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Later I got into the habit of copying notes on scraps of paper and keeping them handy for tests. Once our teacher moved us around at exam time, so I had no chance to use my hidden scraps of paper. I failed by a long shot.

Failing that test embarrassed me, for I had an image to keep up. My father was an important school board member, and my family was respected as honest and upright. After that test I vowed never to get caught again.

Not once did I realize that the habit of cheating was quietly growing inside me like a deadly cancer.

My lack of money as a young teen led me to crave things I didn't have. Soon I became an expert at shoplifting. I started with little items like chewing gum and candy bars, then went on to cosmetics and clothing.

I enjoyed it for a while. But a recurring dream would awaken me at night: I dreamed that Jesus Christ had come again, but I was left behind. I was terrified and would wake up in a cold sweat from the nightmare.

I desperately began a search for something to make that fear easier to live with, but it was useless. Many a night I'd go to bed with only one prayer: "Jesus, don't come tonight, please—I'm not ready."

I didn't share my problems with anyone—I felt I couldn't. Soon my misery turned into depression. Sometimes I'd cry for hours, but when Mom would ask me why, I wouldn't tell her.

That's when I thought about suicide. Three times I had it all planned and was ready to proceed when I was stopped.

One time, when I thought no one was around, I opened a bottle of iodine and was ready to gulp it down when I heard a noise. Someone was coming! I put the stuff away.

Surely if God had spared me three times, He had a plan for me. Was there hope for me yet? I had to find out.

I started attending evangelistic meetings being held in our church. One night I went forward for prayer in an attempt to get my life straightened out.

For a while, I felt wonderful and all my problems seemed to vanish. But I soon realized that I hadn't received Christ—I was just looking for a way to get rid of my guilt feelings. I became depressed again.

Then one day, the pastor's assistant, who had been my Sunday School teacher, unexpectedly came to see me. Somehow we started talking about my problems and I found I could be honest with him.

He explained that unless Jesus was the center of my life in everything and I confessed *all* my sins to Him, I would never be able to get rid of my feelings of guilt.

Gradually it became clear to me: Jesus was the answer. When I confessed my guilt and my needs to Him, I experienced a new beginning and a new life which I marvel at even now.

It wasn't long before I found a way of straightening out many of the wrong things I'd done. I paid for some of the things I had stolen. Jesus helped me forget the things I couldn't make right.

Then, instead of trying to take my life, I decided to live it for the Lord. And what a difference He has made! I'm now a pastor's wife. Besides helping my husband with his work, I teach a Sunday School class. And I realize now how foolish I was to believe that "if you aren't caught, it's OK to do wrong."

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COUNSELOR

JAMES R. ADAIR *Editor* • DON CRAWFORD *Executive Editor* • GRACE FOX *Publication Editor* • RICHARD TURNER, Ed. D. *Education Editor* • SAM POSTLEWAITE, STAN MICHALSKI *Art and Production.*

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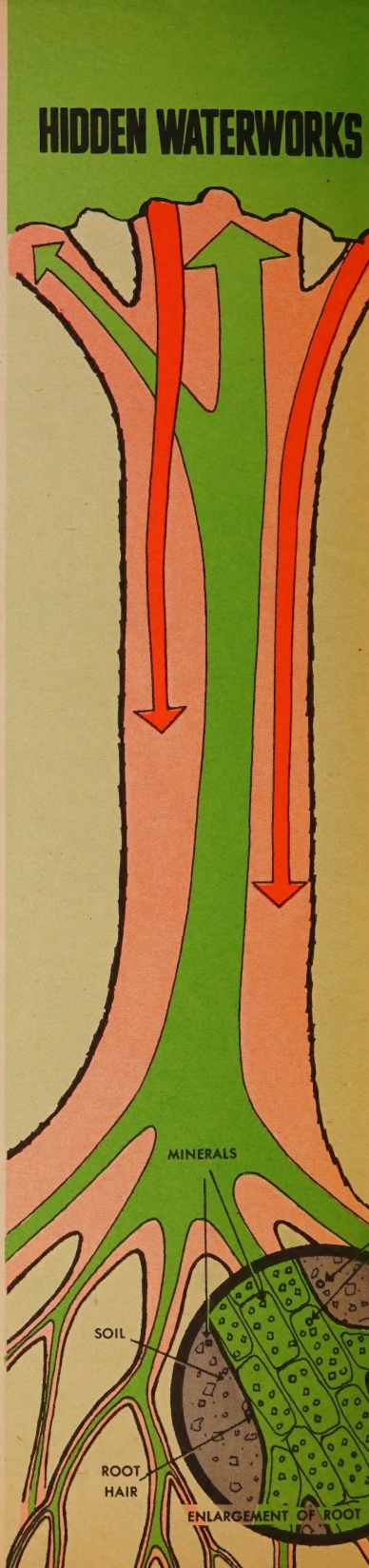


f the PLANT WORLD

EXPLORING GOD'S WONDERS
with John Leedy, Ph.D.
and Don Mainprize

EACH day, while plants are green, they perform an amazing feat. They lift billions of tons of water and life-giving mineral food from the earth. Then they release the water into the air through a process called transpiration.

An acre of uncut grass lifts from the soil and releases into the air about six and one half *tons* (a ton = 2,000 pounds) of water *every day*. An apple tree lifts about 96 gallons of water a day. That's enough water to fill three barrels.

The secret behind this huge water-lift lies in the vast root systems of these plants.

You can see from the illustration that there are different kinds of roots. Most are underground. Some are called taproots. These include carrots, beets, and radishes. The dandelion taproot, for instance, often grows more than three feet down! Other roots branch off in different directions.

Besides being storehouses for food, and anchors to keep the plant upright, roots draw water from the soil.

We do not realize the size of plant roots because we can't see them. But think of this: The root system of a single cabbage plant may spread through as much as two hundred feet of soil! And this: The combined length of the root hairs of a single winter rye plant may be more than 5,000 miles long.

To see how roots draw water, look at the sketch of the root and root hairs. Notice the molecules of water in the soil outside the root hairs.. The very thin walls of root hairs have many holes about the size of water molecules. The tiny water molecules touching the hair roots are finally drawn in.

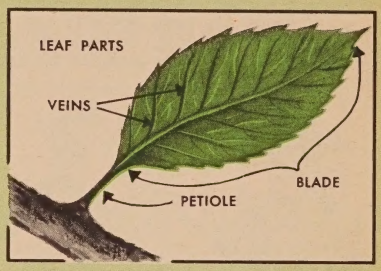
Once inside, the water moves from cell to cell until it catches a ride on the plant's "up" elevator. This built-in elevator is called xylem. Xylem tubes carry the water and minerals up the plant stem. [See illustration.] In some giant redwood trees this means a trip of 400 feet! The amazing thing about these elevators is that they work against the pull of gravity.

They transport water up the stem or trunk of the plant, out through the branches, and to the leaves.

You can actually see how plants pull water up to their leaves by doing this experiment: Ask Mother for a celery stalk with leaves. First, put some red food coloring, red ink, or Mercurochrome in two inches of water in a glass. Then cut the celery stalk near the bottom. Put this end in the water. In a few hours you will see that the red water has been drawn up the xylem tubes to the celery leaves.

Cut the stem straight across. You can see the xylem tubes as tiny red spots. Slice it lengthwise and you will see the tiny tubes.

After passing through the petiole or stem of the leaf [see drawing], water flows into the hundreds of veins. The veins then carry the water to the individual leaf cells. As the sun heats the leaf, water stored in cells passes out through leaf openings called stomata.



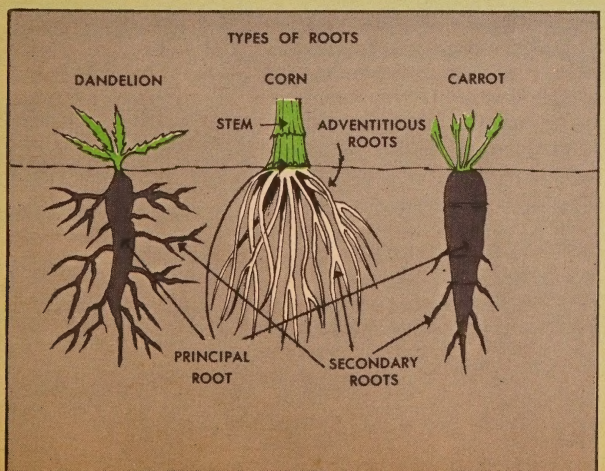
To see how a plant "perspires," here is another experiment you can try. Place a plastic bag over a few leaves on a plant. Draw the open end in tight around the stem and tie it securely. Watch for tiny droplets of water that collect inside the bag. Be sure the plant is in the sunlight.

Loss of water by the plant is called transpiration. In this way, plants lose between 90 and 99 percent of the water they take in from the soil. They use the rest to make food.

In areas where winters are cold, trees shut down their waterworks in the fall. Their leaves blow off and they "sleep" through winter.

When you understand the importance of water to plant life, you can see why only trees with special water storage cells live on deserts! You can also see why God says that the Christian who reads his Bible often is like "a tree planted by the rivers of water, that bringeth forth his fruit in his season. His leaf also shall not wither; and whatsoever he doeth shall prosper." [Read Psalm 1.]

Water (green arrow) travels up tree from root hairs through xylem canals near the center of the tree. Food (orange arrows) moves down from leaves through phloem cells near bark of tree.



TRUE ADVENTURES

drawn by Berthold Tiedemann

THE WALKING TERROR

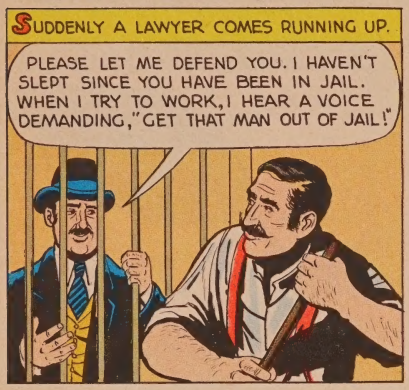
PART 2 OF A 2-PART STORY

JOE THE TURK GIVES HIMSELF WHOLLY TO CHRIST, BECOMING A LOYAL SALVATION ARMY OFFICER AND EVANGELIST. HE WEARS A COLORFUL UNIFORM HE HAS DESIGNED.

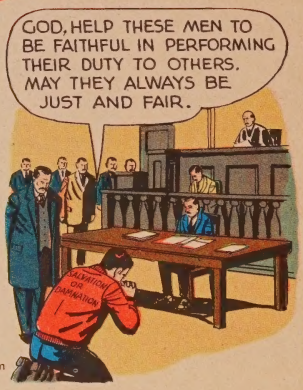
ONE DAY...

WHILE IN PRISON, HE LEADS 30 DRUNKS TO CHRIST AND CLEANS UP THE CELL.

SUDDENLY A LAWYER COMES RUNNING UP.



THE LAWYER DEFENDS JOE, TELLING THE JUDGE THAT HE HAS BEEN IN JAIL SEVEN DAYS WITHOUT A TRIAL. WHEN THE JUDGE DISCOVERS THAT JOE WAS THROWN IN JAIL FOR JUST BLOWING A HORN, HE DISMISSES THE CASE.



JOE THE TURK WAS ARRESTED 53 TIMES ALTOGETHER. HE WAS BEATEN AND STONED BECAUSE OF HIS OUTSPOKEN WITNESS FOR JESUS CHRIST.

From BORN TO BATTLE by Sally Chesham
Rand McNally and Company, Chicago

Dear Editor:

▶ I really enjoyed your Oct. 31, 1976 edition of COUNSELOR, especially the true story "Rose." It touched my heart. I feel now like an inactive Christian, and I think I speak for a lot of your readers.

From now on, I have pledged to be joyful. I am going to be 100 times a better Christian. You have shown me how bad, selfish, and yucky a Christian I have been.

Thank you so much for putting that story in COUNSELOR. I hope you will put more articles like that in your paper. Now I love my Lord Jesus Christ more than ever.

Craig Curry, Corry, Pennsylvania

▶ I have been witnessing to a friend for two years. Today, she asked Jesus to come into her heart. Will you send me the Bible course and then she and I will work on it together.

Kendra Sheffield, North Olmsted, Ohio

▶ I love to go to Sunday School and I would like very much to be a Christian. I like to read your junior Power/line paper.

Kendra Arndt, 9, Hershey, Pennsylvania

▶ I have been reading your papers for the last three years. I enjoy them except for those you repeat.

Ann McTaggart, Duncan, British Columbia

We do repeat stories after three years, but you would not get any repeats unless you see COUNSELOR for more than three years. THE EDITOR

▶ I read your COUNSELOR Sunday School papers every Sunday. I like the True Adventures and the stories you put in COUNSELOR.

Carolyn Blayney, Otterville, Ontario

▶ My life just isn't easy. My brother died in a car accident; my sister died of a bad heart; also my grandfather just passed away. I am the only person that is a Christian in my family. I want to see the rest of my family become Christians.

I am not a perfect Christian so I want to know how I can be. I want to be a new person. I have asked the Lord into my heart, but it just isn't working out too good. Please help me.

BF, 11, Swift Current, Saskatchewan

Readers: You might pray for BF and other readers who have needs like hers. We wrote her and sent her some helpful material.

THE LOST WILL

A FICTION STORY
by Delnora M. Erickson

"MELANIE! Melanie!" The words came in a hoarse whisper from below Melanie's window. She raced downstairs.

"What's up, Ann?" she whispered.

"A mystery to solve," Ann informed her friend solemnly.

Melanie's eyes widened. There was nothing she liked better than a mystery. And no one could stir up one quite as well as Ann!

"It's about Granny Hawkins' house, Melanie. C'mon."

"But Granny Hawkins—"

"Died two days ago, I know that. Wasn't I just about the last one to see her?"

As the girls hurried down the street, 10-year-old Ann filled in all the details of the latest mystery. It seemed that Granny Hawkins had changed her will. She only had one relative, a distant cousin named John Morgan. Granny had written to him many times, telling him about Jesus. But he never wrote back.

In the old will, he would have gotten Granny's money and her home. However, Granny wanted someone who loved Jesus to live in her home. So she had changed her will. Now the house was supposed to go to Bill, a neighbor boy she had led to Christ. Bill was planning to be married soon.

"But, Melanie, the new will is gone. We've got to find it, or Bill and Jean won't be able to get married and that cousin will get the house. Lawyer Brown called the cousin to tell him about Granny. Do you know what the cousin said?"

"No, what?"

"He said he was coming here to claim the house and Granny's money too. In fact, Mom says he's coming today. That's why we've got to hurry."

"But should we go in Granny's house?"

"Mom said it's OK if we're careful."

Melanie and Ann had been Granny's close friends. They had often run errands for her. Ann's mom had taken care of the old woman when she was sick. They all attended the same church in Waterside.

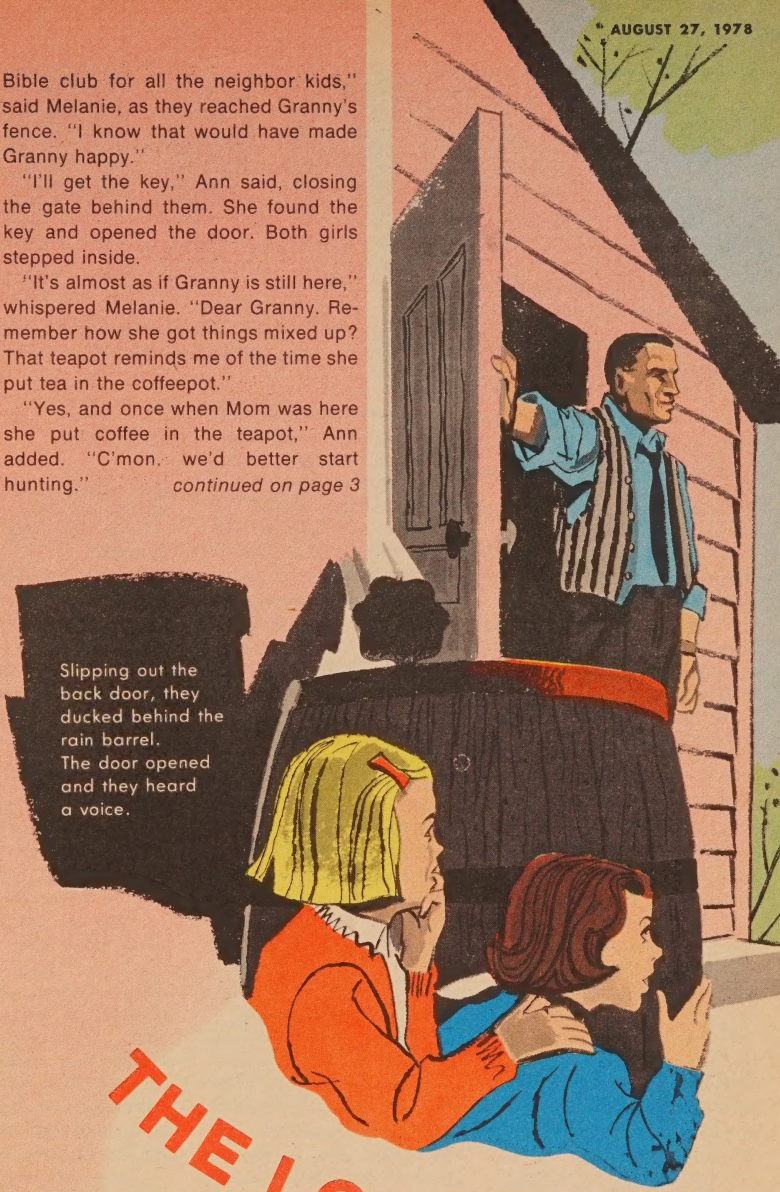
"Bill said he was going to have a Bible club for all the neighbor kids," said Melanie, as they reached Granny's fence. "I know that would have made Granny happy."

"I'll get the key," Ann said, closing the gate behind them. She found the key and opened the door. Both girls stepped inside.

"It's almost as if Granny is still here," whispered Melanie. "Dear Granny. Remember how she got things mixed up? That teapot reminds me of the time she put tea in the coffeepot."

"Yes, and once when Mom was here she put coffee in the teapot," Ann added. "C'mon, we'd better start hunting."

continued on page 3



Slipping out the back door, they ducked behind the rain barrel. The door opened and they heard a voice.

JUNIOR POWER/LINE PAPER
COUNSELOR

AS WE SEE IT

SANDRA KNOTT

CAROLYN REDEKOPP

CELINA CORRIAS

JAN FISCHER

PAUL KOONS

PENNY SHOEMAKER

KIMBERLY KLAUS

SCOTT SLATER

COUNSELOR readers tell how a person can witness for Jesus.

▶ I help my friends in their work. When others come to our house, and they see the stickers on our refrigerator (one says PTLA), I tell them it means "praise the Lord anyway." It reminds us to praise God. And every night our family has a Bible lesson.

There are some in my class at school who I tell about Jesus. I don't go along with their language if it is bad.

I try to be kind. I help Mom and Dad when they need me.

Sandra Knott, 9,
Mt. Salon, Virginia

▶ One day at school while having Social Studies, we were asked to do a project on someone we thought was a hero. Immediately, I decided to do mine about Jesus.

When my project was put up (on the bulletin board), I saw some writing on it and wondered if it said something bad about my project. I didn't have much to worry about because it said, "A good project. Printing should be straight."

That is just the beginning. Now the kids in my class know that I love Jesus. It's my job to tell them more about Him. I've already started, but some of them laugh at me. Even though they do, I won't give up witnessing for Jesus.

Carolyn Redekopp, 10,
Hanover, Ontario

▶ Last year when my friend and I were walking home from school, we talked about report cards. I felt sorry for her since she had a bad report. She was sobbing.

I told her then how I prayed for God to help me with school and He did, but it took some time. I told her that if she prayed about her schoolwork, she would see a difference. She asked me when she should pray and I said, "Anytime is fine because God hears anytime."

She asked how she should pray and what she should say. I told her to pray when she went to bed, before she ate, and even at school. I said she should pray to receive Jesus as her Saviour before anything else.

She went home happy and I prayed for her. She did everything I told her to and now she goes to our church.

Celina Corrias, 10,
Hamilton, Ontario

▶ The easiest way to profess that I'm a Christian is through my life. I try to be cheerful, kind, and to "have no fellowship with the unfruitful works of darkness" (Eph. 5:11). When I sin, I apologize to the people I wrong. I also tell God I'm sorry.

Often kids bring me their problems. That gives me chances to witness. Sometimes I wear buttons like "Jesus ends internal pollution" and "I found it." When people ask what the buttons mean, I have another chance to spread God's Word.

Recently I had a carnival with some friends. We handed out tracts to everyone that came. All profits went to the missions offering at our church.

Jan Fischer, 11, Columbus, Ohio

▶ Since I was about five years old, I have been witnessing for Jesus.

My parents are missionaries to the Navajo Indians. Our church is in Navajo, New Mexico, about 25 miles from our home. At church, I do Christian magic, work with puppets, and tell the kids Christian stories.

I hand out Sunday School papers. I invite children to Kids Crusades. I invite and bring people to church. I go door to door and hand out tracts. I invite my friends to Vacation Bible School.

Paul Koons, 11,
Window Rock, Arizona

▶ One way to let others know you are a Christian is to act like one. Act the way the Bible teaches you because sometimes the only Bible a person reads is you—God's witness. You wouldn't want others to think God is selfish, mean, or a liar, would you?

Another way to witness is to invite others to your church for Sunday School or some other service. Tell them how you were saved and what God does for you.

Penny Shoemaker, 12,
Lebo, Kansas

▶ I can show I'm a Christian by keeping promises. For instance, if I promise to clean my room after I do my homework, I shouldn't run out to play and forget my room. I should clean it right after my homework is done.

Kimberly Ann Klaus, 9,
Pottstown, Pennsylvania

▶ I have a friend who isn't a Christian. I asked him once if he were. "Yes, just as good a Christian as you are," he said.

One day when we were playing at his house, I said, "You're not a Christian because you don't believe that Jesus died on the cross for your sins."

He said, "Don't talk about it or we won't be friends anymore."

About a year later, I started talking about Jesus again. This time he didn't tell me to stop talking. He said that he kind of believed and kind of not. I think pretty soon he will believe.

Scott Slater, 9, Mehama, Oregon

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The Lost Will
continued from page 1

An hour later, the girls returned to the kitchen. They had searched every drawer and closet in the house. The will was gone.

Suddenly both girls froze. Someone was opening the front door!

Quickly slipping out the back, they ducked behind the rain barrel. Just then the back door was flung open.

"That's funny," a man's voice said. "I thought sure I heard someone."

"Probably squirrels," replied another man. "The yard is full of them."

The girls hardly dared breathe until they were sure the men were back inside.

"Let's get out of here," Melanie whispered.

The two girls started across the grass. Suddenly Ann stopped. "Wait," she whispered. "I've got to go back. I just thought of a place where the paper might be."

"But we looked everywhere."

"I thought we did too. But remember the sweater Granny always wore? It's hanging on the pantry door. Maybe Granny stuck the will in the pocket. Pray that I'll get in and out without being seen."

Ann crept cautiously up to the back door. She peeked inside, then opened the door and slipped in.

Melanie crouched behind some bushes, praying for her friend. Minutes seemed like hours. Finally Ann slipped out again, something white in her hand.

But as she started down the back walk, the door flew open behind her. "Wait!" commanded a harsh voice. "Give me that!"

Melanie darted out to join Ann. She yanked at the back gate. It stuck! Melanie pushed again. Just at that moment a man snatched the paper from Ann's hand.

The girls stood, trembling, as he turned toward the house.

"Is that, it, Morgan?" the other man yelled from the house.

The cousin read it over quickly, then scowled. "Naw! Just a letter the old lady wrote to someone." As he spoke, he crumpled the paper and dropped it. Then the two men went back inside.

A man snatched the paper from her hand.

Like a flash, Melanie grabbed up the ball of paper. When they were safely away from the house, the girls smoothed it out and read the contents.

"It's just a letter to a friend called Alice asking her to pray for missionary friends," groaned Ann. She carefully folded the letter and put it in her pocket.

"Dear Granny," Melanie said sorrowfully, "I-I sort of feel that we've failed her."

Then, just as they reached Melanie's house, Ann stopped. She grabbed Melanie's arm. "Melanie, that 'Alice'—it's Alice Walker. You know, she used to belong to our church. She was always helping Granny on missionary work before she moved away. She's out in California now."

"But—"

"Well, you know how Granny sometimes made funny little mistakes—like the time she put the coffee in the teapot and tea in the coffeepot. Melanie, maybe she put the will in the envelope and mailed it to Alice and put this in her pocket, thinking it was the will."

What does Christmas mean to you?
If you are in grade 4, 5, or 6, write on this subject in 125 words or less. Send your essay to As We See It, % COUNSELOR, Box 513, Glen Ellyn, Ill. 60137 by Sept. 15, 1978. (No items will be returned.) Be sure to include your name, age, grade, and full address. If we use your item, we'll send you an award.

Immediately, the girls turned around and ran back to Ann's home. Both talking at once, they tried to explain to Ann's father.

"Hold on there, girls!" he said. "Sounds as if I've got a phone call to make!"

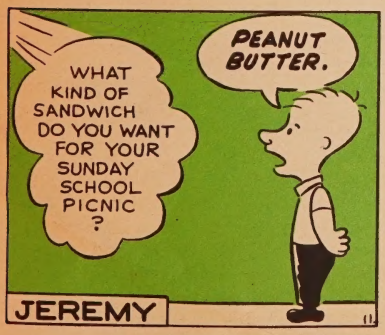
When he hung up the phone after calling Alice, Ann's father was smiling. "You're right, girls. That's exactly what Granny did. Alice said she was quite puzzled when she got the letter with the will in it but decided to wait until she heard again from Granny.

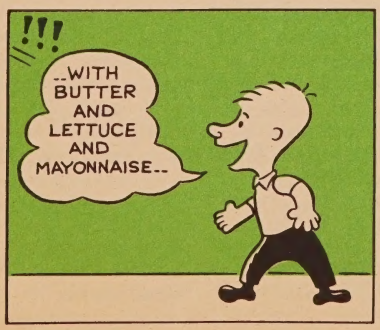
"She didn't know Granny had died. She said that Granny had willed the house and all the furniture to Bill and Jane. The money she had in the bank was to go to a cousin. She will be thrilled to get Granny's prayer list and she'll return the will by special delivery mail."

The girls let out a loud "Hurrah!"

"Now Bill and Jane can get married and live in Granny Hawkins' house!" Melanie cried. "I wonder if Granny is looking down from heaven and smiling at the way things turned out?"

"I don't know whether she's looking down," Ann replied happily. "But I'm sure she's smiling."





A NATURE STORY
by Elaine Watson

TALLER THAN THE TREE TOPS

HOW would you like to be taller than a tree, run faster than a horse, and be able to kill a lion with one swift blow from your foot? Well, you could if you were a giraffe, the tallest animal in the world.

A male giraffe sometimes reaches a height of over 18 feet and weighs two tons. That means he is also one of the four largest land animals, along with the elephant, the hippopotamus, and the rhinoceros.

Scientists believe that the first giraffes ranged over Europe and Asia. But the ancient Egyptians were the first to record anything about them. In their tombs drawings and paintings of giraffes have been discovered, some of them in hunting scenes.

In 46 B.C. Julius Caesar introduced the giraffe to Rome by parading it down the streets of the city. Many people knew about the huge, long-necked gentle animal, but most would not believe it existed until they saw it themselves.

The Chinese thought highly of the giraffe. The emperor often received it as a gift. For almost 10 years, the Chinese considered this curious animal an emblem of perfect virtue, perfect government, and perfect harmony in the empire and universe.

Starting around 1870, giraffes were first used in circuses and shown in zoos. In 1874, a female and five males were brought to the U.S. by the Zoological Society of Philadelphia. They were the first shown here.

Today, the giraffe's home is Africa. He likes the dry, open bush country where there are plenty of acacia (uh-KAY-shuh) trees. The leaves of these trees are his favorite food. He can eat from the treetops and at the same time watch for other giraffes or enemies.

He has excellent eyesight and can easily spot approaching danger, such as a hunter or a hungry lion. He protects himself by hiding among the trees where his coat of yellowish brown spots blends with the brush.

If a lion attacks him, he can kill it with one well-aimed blow of his powerful legs. A mother giraffe, when attacked, will place her baby between her front legs while she fights.

A very intelligent and sociable animal, the giraffe has a life span of some 28 years. He usually travels in herds of up to 20. A male giraffe, called a bull, leads the herd. The females, called cows, watch for danger.

There is no set mating season for the giraffe, though some consider it to be the spring. A baby giraffe is born about 14 months after its parents mate. He weighs from 110 to 250 pounds and is usually 5 ½ to 6 ½ feet tall. Within an hour or two after birth, he can walk around.

When you hear the name giraffe, what do you think of first? Most people think of his long neck. (It may be over 6 feet long.) Though it may seem hard to believe, a giraffe and a mouse have the same number of vertebrae in their necks. Both have seven, but of course, the giraffe's vertebrae are quite a bit larger.

Because of his height and long neck, it is quite an effort for the giraffe to get a drink of water. He either has to bend his legs or spread them wide apart by a series of jerking side steps. He never kneels to drink because, in that position, he would not be able to see danger nearby. Usually he sleeps standing up.

The giraffe is a graceful animal and moves with rythm. He can walk, trot, run, and gallop, sometimes faster than a horse. He has been known to reach a speed of over 30 miles an hour. But he is a poor wader and can't swim at all.

The giraffe never purposely bothers anyone but his height has been known to get him in trouble. One time a giraffe became tangled in telegraph lines and put 600 miles of wire out of commission.

The giraffe is a quiet animal. He has vocal chords but rarely uses them because he doesn't have to. He can see another giraffe at great distances and therefore has no need to call out. When captured, he will grunt or bleat. Male giraffes can moo and females have been known to make a snoring sound.

When God made the giraffe, He made a unique and amazing animal.

The next time you go to the zoo, visit our friend the giraffe. But don't wear a hat trimmed with flowers or leaves. He eats by sight, not smell, and might enjoy a pretty hat for dessert.

would soon be returning to São Paulo, Brazil.

Sandy led her aunt to her room to show her the organ. Then she played a hymn.

"Wonderful!" Aunt Susan approved. "May I try?" She fingered the chords, then began to play hymns without music. Suddenly, in the middle of a chorus, she stopped. "Why, this is just what we need to take back with us!" she cried. "Our old reed organ in São Paulo has about had it.

"Jim, come here," she called her husband. "Could we squeeze out enough money for one of these?"

"It would be nice," Uncle Jim admitted. "But there's no money for extras."

That was when Sandy had her big idea. "Aunt Susan—Uncle Jim—," she bubbled, "in the stamp catalogue, there's an organ like this. Maybe the people at church would give enough stamp books for one. Maybe my Sunday School class could take it on as a project."

"Why, that would be wonderful, Sandy!" Aunt Susan cried.

On a Saturday, two weeks later, Sandy called to her mother. "Mom, I've got enough books. Amy Grove just brought the last two we needed." She spread the books out on the kitchen table.

"I'm so glad," Mrs. Parsons said. "Uncle Jim is speaking in Fairville next week. He can come by and get them. But don't leave them there on the table."

"I'll get a sack for them," Sandy said. Just then she saw the mailman come with a big envelope. Sandy rushed out to meet him. "My organ book came, Mother," she shrieked, and flew to her room to try out the new songs.

"Grandpa, did you—?" gasped Sandy.

Halfway through the book, she remembered the stamp books. She jumped up and hurried back to the kitchen—then stopped. The table was empty.

"Mother, did you take the stamp books?" she called.

"No, dear," her mother replied.

The boys—Sandy thought. *I'll murder them.* Then she remembered that Mark and Joey were at basketball practice and Craig and Timmy were outside.

"Have you found them?" Mrs. Parsons came into the kitchen.

"No," Sandy cried, searching wildly. Suddenly she met her mother's eyes. "Not—Grandpa!" she quavered.

"Oh, no!" Mrs. Parson clapped her hands to her cheek. "He's out burning trash."

Horror gave wings to Sandy's feet. Her grandfather stood by the trash burner in the alley, watching the flames.

"Grandpa—some stamp books were on the table. Did you—?" gasped Sandy.

He pointed to the incinerator where the cover of a stamp book curled and blackened before Sandy's eyes. "Old World War II ration stamp books," he muttered. "Don't know where they came from. No good for anything."

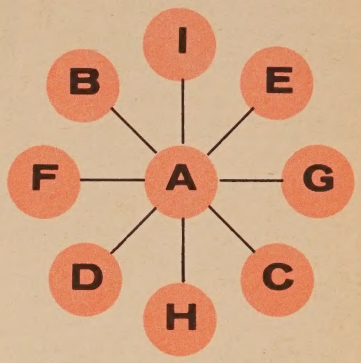
Somehow Sandy got to her room. She locked the door and stretched out on her bed, sobbing wretchedly. She couldn't blame Grandpa for her own carelessness. But all those people had trusted her with their books. How could she face them? What could she tell Aunt Susan and Uncle Jim?

Her eyes were swollen and burning when she finally sat up on the side of her bed. The sun reflected on her organ and made her blink. Then suddenly she knew what she had to do. She had promised Mrs. Stamm that her organ would be used for the glory of God. But it hadn't been. It had been used only for Sandy Parson's pleasure.

She wiped her eyes, feeling a little less miserable—and all at once, quite humble. After all she still had a few days to enjoy the organ before Uncle Jim came. And she could always sing in the church choir. She guessed the best thing to help the hurt would be knowing that her organ was truly being used for God.

add the circles

by Sylvia Mattson

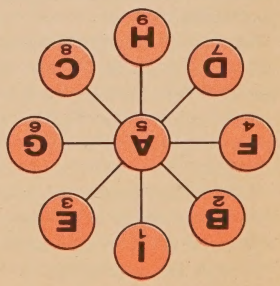


puzzle solution below

NUMBERS can be fun. In each of these circles, A to I, fill in the number indicated in its Bible clue below. When you finish, any three circles, reading across, will add up to 15!

A. How many loaves fed the 5,000? (Matthew 16:9)
B. Number of people in the Garden of Eden (Genesis 2:8, 18-22)
C. How old Josiah was when he became king (2 Kings 22:1)
D. Number of years of famine Joseph prophesied for Egypt (Genesis 41:25, 30)
E. Number of sons Noah had (Genesis 9:19)
F. Number of Gospels in the New Testament
G. Goliath was ____ cubits tall. (1 Samuel 17:4)
H. Number of lepers who forgot to thank Jesus for healing them (Luke 17:12-18)
I. There is only ____ God. (Mark 12:32)

solution to puzzle



One Day While Sitting in a Swing
continued from page 1

So I was sitting in my swing thinking about all that—and about the love of God. And I just decided I wanted to belong to Jesus. Right there I asked Him to come and live in me.

A few days later, when we were riding down the street in the car, I told my parents what I had done. "I asked Jesus to come and live in my heart," I said. "I talked to Him while I was sitting on the swing in the backyard."

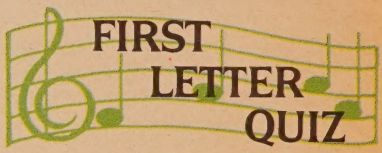
Mother cried when I told them. It was really an important thing to her and Daddy. I guess it's always important to Christian parents when their children meet Jesus as Saviour.

It was important to me too. It means the whole rest of my life I'm supposed to love and serve Jesus any way He wants me to.

Soon after that, I was baptized in the Columbia River. Now each day I ask Jesus what I can do to please Him. I do my best to obey my parents, to forgive my friends when we fight, to be cheerful and grateful.

Being a Christian is much better than any other way of life, I'm sure. Christians are usually happy. They are forgiven for the things they've done wrong. Real Christians have a lot of love for each other, and they get along well together because they love Jesus and each other.

When I first became a Christian, I did so partly because I was afraid to die without Jesus. But I have been a Christian now for several years and fear doesn't have anything to do with my belonging to Jesus anymore. I love Him and serve Him. I'm His child. And I want to stay His because I believe that's the best way to live.



WRITE DOWN the first letter of the first word in each of the following Bible verses. Then read backward what you have. You'll discover the name of a Gospel song!

1. Matthew 5:14
2. Matthew 7:13
3. Philippians 4:19
4. Psalm 119:18
5. James 4:8
6. Jude 24
7. Matthew 7:7
8. Isaiah 25:3
9. 2 Timothy 2:15
10. Psalm 112:4
11. 1 Thessalonians 5:16
12. Proverbs 11:30

answer: "Trust and Obey"

AMY *learns about prayer*

A TRUE STORY
by John Hornby

"She'll be easy to spot," Amy heard one man say. "All Europeans have blue eyes."

"PRAYERS are always answered," said Mrs. Carmichael firmly.

Then I'll pray that my brown eyes will turn blue, thought young Amy Carmichael. She had always wanted blue eyes like those of her charming mother.

But the next morning when she looked in the mirror, her eyes were still brown. Her mother explained that "no" is an answer to prayer just as much as "yes" or "wait" or "later." Because Amy Carmichael's eyes were brown—and not blue—thousands of India's temple children were to be saved from lives of sin and shame.

Amy was born in Millisle, Northern Ireland in 1867. She moved with her family to Belfast, Ireland in her teen years. In Belfast were ugly slums where tough police made it a point to work in pairs. But Amy Carmichael went into those slums *alone.* She went looking for poor mill girls and told them of Christ's love.

"Aren't you afraid?" she was asked.

She laughed. "I read the Bible daily and God tells me He'll take care of me. And He does."

She founded a center called *The Welcome.* It was a girls' club, a school, and, above all, a mission hall. The mill girls flocked to it. Many could not read, so Amy read the Bible to them. Hundreds received Christ as Saviour.

Time and time again Amy read Christ's command to take the Gospel to all nations. Feeling called to Japan, she chose to leave *The Welcome* in charge of others.

"I'm going to Japan," she told her amazed friends. And to Japan she went. There, at Matsuye, she met Misaki San.

"Come with me to Hirose," said Misaki San. She was trying to help her people find Christ. "There are eight or nine Christians there."

Joyfully, Amy accepted the invitation. But the people of Hirose would not listen.

"They can't be moved," said Misaki San.

"They can if we pray hard enough," Amy Carmichael insisted.

The two girls prayed all day. Soon a young silk weaver came to hear the Christian message. Later she received Christ and was baptized. Others followed and Hirose became a strong Christian community. Again Amy felt called to other lands.

She left the village of Hirose and went to China and Ceylon.

After a brief rest at home in England, Amy headed for India. In 1895 she arrived in Bangalore, India. The palm trees waved greetings to her. The sun gave its warm welcome. But the heathen temples chilled Amy's heart. They were centers of sin.

"Who are those children?" Amy asked, seeing frightened little children in the temple courtyards.

"They belong to the temples," she was told. "They're treated cruelly."

Amy shuddered. Then one day Preena, a small, tortured girl, fled from the temple. She was brought to Amy's new home. Amy took her into her arms.

"Ammai! Ammai!" sobbed Preena, using the South Indian name for true mother.

Amy protected Preena when temple women tried to take her back. Later, to disguise herself, Amy stained her hands and arms with coffee and searched for other temple children. She visited places where a white foreign woman would never be allowed to go.

Once a mob gathered, intent on seizing Amy Carmichael.

"She'll be easy to spot," Amy heard one man say. "All Europeans have blue eyes." But none of them recognized the brown-eyed woman in Indian dress.

* * *

Amy Carmichael stayed in India for 56 years. She founded homes for the temple children at Dohnavur, near the southern tip of India. An accident in 1931 crippled her so that she could not walk again. But she prayed, cared for temple children, and wrote books. As a result of her labors with these children a law was passed, freeing them. She died in 1951, but others carry on the work she began. Today nearly 1,000 children are cared for by the Dohnavur homes.

Amy Carmichael has written several books you might enjoy reading. All are available through the Christian Literature Crusade. "Gold Cord" is the story of the Dohnavur homes. "Kohila" is the story of an Indian nurse.

TRUE ADVENTURES

drawn by Berthold Tiedemann

SUNDAR SINGH: INDIA'S SUFFERING SADHU*

END OF A 4-PART STORY
by DON MAINPRIZE

A YEAR OR SO AFTER HIS EXPERIENCE OF BEING BURIED ALIVE IN TIBET, SUNDAR IS JAILED IN NAPAL FOR PREACHING THE GOSPEL OF JESUS CHRIST....

*A TRAVELING BEGGAR PREACHER

FOR MORE OF HIS STORY READ "THE STORY OF SADHU SUNDAR SINGH" BY CYRIL J. DAVEY, PUBLISHED BY MOODY PRESS.

done as a boy, places he had been, good times he had had.

"Dad died when I was 10," he said. "I thought my big brother was the greatest. But he was killed in a car accident. I guess Mom and I never got over that. Afterward we couldn't seem to get along. I guess it was mostly my fault. Things look different when you've been away."

"Looks like I'm going to find that out too," Greg said, "if I ever get home."

Jim didn't say anything, but at the next exit he turned off the freeway suddenly and drove into a small town. He stopped at a street corner and, fumbling in his pocket, pulled out a $10 bill.

"Look, kid," he said, "I can't afford a kidnapping rap. This should be enough for your bus fare home. I'll give it to you if you'll promise not to tell the police about me until tomorrow."

Greg hesitated. Would it be right to make such a promise? He was sure he could call home collect from a pay station and his father would come and get him.

"I'm not asking you to keep still about this,"Jim said. "Just give me a little time."

The pleading look in his eyes caused Greg to say, "OK!" He took the bill and jumped out of the truck. "Thanks, Jim. I'll pray for you," he said. But he was careful to notice the number of the license plates Jim had substituted on the truck.

Home had never looked so good to Greg. His parents didn't scold him. They seemed too glad to see him. He had called them from the little town. He told why he had hidden in the truck and how it had been driven away during the night and then how the driver, finding him, had given him money to get home.

"I owe you an apology, Greg," his mother said. "I found my pen under the desk. I shouldn't have been so quick to accuse you. But I've been so worried lately. I was afraid there was something terrible wrong with me. Today the doctor called to tell me I just need a small operation."

When Greg went to bed that night, he prayed again for Jim. Then he lay awake a long time thinking about tomorrow. His parents had debated whether or not to report the truck missing. "Mr. Mason might have sold it," they reasoned.

Greg hadn't said anything but was confused and unhappy. Had he been wrong to make the promise? The truth was he had *liked* Jim in spite of what Jim had done. He hated to tell what really happened, for Jim's sake. Besides, they might all be angry at him for not speaking up sooner.

He woke in the morning feeling tired and troubled. But when he glanced out of the window, his heart stopped and his breath caught in his throat. The truck was parked in its usual place in the Masons' backyard! He rushed out and found his sleeping bag and other things in a neat pile in the back. On top was a scrap of paper that said, "Thanks, kid. I'm going home."

"That's why he wanted more time," Greg told himself. "Thank You, Lord. I guess you heard my prayer for Jim. And thank You, too, for helping me grow up a little. I was going to show Mom and Dad, but I guess You showed me instead."

Lost!

continued from page 1

van, he ran back to look for me. He hunted for me all night. How terrible I felt when I learned that my disobedience caused so much trouble.

As for me, right at that moment, I was thinking of how I'd been told not to stand under trees during electrical storms. I also remembered my dear friend, Mr. Norton of Lake Compounce Park, telling me stories about the early Indians in Connecticut. Many of the Indians in our area had lived in caves in the mountains surrounding our town.

I made a quick decision and started running back toward the mountains, away from the trail. If I could find one of those caves, I'd be safer in a storm. I finally made it to the shelter of a fair-sized cave. I sat down away from the opening and cried quietly as I watched a severe storm hit outside.

The thunder and lightning lasted only a short time, but the heavy rain kept on and on. By the time it let up, it was growing dark. Now what?

I would never find the trail in the dark, and didn't want to be out in the woods alone at night. So I decided to stay in the cave till morning. I cried when I thought of my family. They would be so worried! Oh, why hadn't I listened to Mr. Smith?

I was hungry, and every little noise scared me. I kept talking to Jesus, though, and that helped. I found some leaves in the cave and made a bed of them. Then I lay down with my sweater over me and finally went to sleep.

I was awakened by bright sunlight drifting into the cave. How glad I was to see it! I put my sweater on and stepped outside. It was much warmer out there. I asked Jesus to help me find the trail. I took a deep breath and started walking away from the mountain.

Again, I moved slowly and carefully, watching for a tree with a blue mark. Suddenly, I thought I heard something. I stopped and listened. Yes! Yes, I heard a voice!

Then something very strange happened. I'd been talking out loud to Jesus. But when I tried to call out to that voice in the distance, not a sound would come! I tried again and again, but all that came out was a whisper. I really began to cry now. I tried to move toward the voice, but I couldn't make my legs go.

My hands moved, but not my legs. I saw three green bottles a little ways from me. I tried to walk again and managed to go a few steps, but my legs felt so funny. Finally I reached the bottles. I picked them up and, one at a time, threw them as hard as I could against a rock. They shattered and I listened. The voice seemed more distant. Hadn't they heard the glass breaking?

I sat down on the rock and closed my eyes and prayed. (I learned later that I had gone into shock when I heard a human voice.) As I sat rest-

continued on page 4

TRUE ADVENTURES

drawn by Berthold Tiedemann

SUNDAR SINGH: INDIA'S SUFFERING SADHU*

PART 3 OF A 4-PART STORY
by DON MAINPRIZE

SUNDAR SINGH DARES TO CROSS THE DANGEROUS HIMALAYAN MOUNTAINS INTO TIBET. FOR PREACHING THE GOSPEL THERE, HE IS BURIED ALIVE IN A WELL HOLE BY THE GRAND LAMA. THE COVER TO THE WELL IS LOCKED TIGHTLY. ONE ARM BROKEN, SUNDAR CRIES TO GOD FOR HELP. THREE DAYS LATER....

*A TRAVELING, BEGGAR-PREACHER

HIS RESCUER DISAPPEARS AS SOON AS SUNDAR IS SAFE ABOVE GROUND. AFTER A NIGHT'S REST, HE RETURNS TO THE MARKET AND PREACHES FEARLESSLY.

NEXT WEEK: SUNDAR BECOMES FAMOUS

continued from page 3

ing, I calmed down. When I opened my eyes, I was able to walk. I tried my voice. My "help!" rang out loud and clear. I called again and again.

Now I heard voices coming closer and closer. "I'm here," I called. My voice was stronger, but my heart was pounding and my legs still felt weak.

Just then a man who lived down the street from my family burst through the trees. I ran to him and he lifted me in his strong arms. "I've got her," he yelled. "I've got her and she's all right!"

Later, I sat in my own bed, sipping some hot soup Grandma had made. Mama and Daddy sat on the bed beside me. How good it was to be with my family and to know I was loved and forgiven!

Things TO MAKE AND DO!

PERHAPS you have already experimented with writing with milk or lemon juice. But to do a real professional job, the way some secret agents get information to their contacts, buy a little *cobalt chloride* from a hobby or toy store.

Mix the cobalt chloride with plenty of water. Use a pointed stick or clean straight pen (like a drawing pen) and write with the solution on white paper. After the writing dries, it should be invisible. If it shows pink, your mixture is too strong. Just add more water.

When you hold the invisible message over heat (a lighted light bulb) the warmth will make the writing appear, just as if you had used blue ink.

Next time you write to your pen pal or that good friend where you used to live, write your usual letter first. Then use the secret ink in between lines to send him or her a secret message.

If your friend is not a Christian, you might put in a Scripture verse or tell him what Christ means to you and ask him to become a Christian too.

JUNIOR POWER/LINE PAPER

COUNSELOR

MARCH 5, 1978

In front of them lay a huge lioness with two young cubs.

photo by Masood Quraishy

When You Face a LION

A TRUE STORY
by Hal Olsen

A FLOCK of egrets, white against the gray slopes of distant hills, flapped up into the sky. A band of rust-colored impala antelope bounded in panic across the plains. A family of warthogs raced away through the grass, their tails raised in warning of danger on the African plains.

"Something's got everything running scared," Dr. Kenneth Allan said to himself.

The missionary doctor stopped, pulled his sun helmet over his eyes, and looked over the sea of grass ahead. He saw nothing out of the ordinary—just mile on endless mile of sunburnt grass, dotted with flattopped thorn trees. It was a typical East African scene.

The nine African carriers walking ahead on the trail had not stopped. They trudged along under their loads without missing a step or looking from side to side. They didn't seem concerned over the flight of animal life. Maybe the animals had run because of man's intrusion.

Dr. Allan hesitated to judge anything by the conduct of the nine men he had on this safari. In all his years of preaching trips through the territory of Kenya's Kamba tribe, he could not remember having such a band of lazy, slow-thinking workers.

"They'd be of little help in an emergency," Dr. Allan thought, shaking his head.

He looked at his watch. Good! It would soon be time for a welcome rest and a cup of tea, sweetened with condensed milk. Then they'd tramp for another two hours until they reached the next village. There, he and his helpers would hold a Gospel meeting, give medicine to the sick, and camp for the night.

The doctor leaned forward under the weight of the pack on his back—and almost ran into the man ahead of him. The carrier had stopped as had all those in front. The doctor could just barely see over the loads on the carriers' heads.

Jason, the leader of the single file of men, had raised his hand in silent signal. Slowly each man put his bundle on the ground. Doctor Allan did the same. All eyes were on Jason. Something was ahead in the grass and only Jason could see it.

The doctor noticed the unusual silence. Even the locusts seemed to have stopped buzzing.

Again, Jason signalled, making a fan-

continued on page 3

A FICTION STORY
by Billie Avis Hoy

no invitation for Millie

The girls flocked around Karen and talked about the party. Millie stayed at her desk, reading.

MISS GOODMAN's sixth-grade room rang with squeals of delight when the girls found little pink envelopes on their desks. Linda Hill had invited them to her birthday party again.

Jean Dunnan hurriedly opened her envelope, though she knew what it said. She and Linda were best friends, so she always went to Linda's parties. Out of the corner of her eye she saw Millie Branch watching. Millie looked puzzled. She didn't have a pink envelope.

Linda forgot to put an invitation on Millie's desk, Jean thought. *This is terrible. Millie will think she isn't wanted. She's new and doesn't know that Linda invites all the girls in the class.*

Just then Miss Goodman suggested the invitations be put away and everyone opened their history books.

Jean saw Millie's hand tremble when she opened her book.

Millie lived in a tiny garage house several blocks away. Her mother made their living by scrubbing floors in an office building, nights. Her father was dead. Millie never had pretty dresses or money to buy cokes or candy.

But, Jean thought uneasily, *Linda has never forgotten before. I hope she didn't do it on purpose.*

At recess Jean followed Linda to the playground. She finally squeezed through the circle of excited girls. "Linda," she whispered, "something terrible happened. You forgot to put an invitation to your party on Millie's desk."

"I forgot on purpose!" Linda snapped. "I'm not inviting *messy* Millie to *my* party."

Jean just stared, then blurted, "B—but she would love the party."

Linda shrugged. "I don't want her at my house."

"But she can't help being poor. I don't think the Lord Jesus would want us to leave her out. Her mother works hard."

"Scrubbing floors," Linda said, giggling.

Jean walked slowly away. She felt as if she were the one Linda left out. She saw Millie standing alone just outside the door. *I must say something to make her happy,* Jean thought, walking slowly up the steps. *But what?*

"That's a pretty flower you have in your hair." Jean said the first thing that came to her mind.

Millie brightened. "Do you like it? I made it from paper."

"It looks real. Was it hard to make?" Jean asked.

"Oh, no. I'll show you sometime."

"Good," Jean answered. "I'd love to make one."

The bell rang and they hurried back to class. Jean began to make plans on the way. Mother had said she could invite a friend to dinner some evening. Of course she had thought only of Linda. Now she decided to invite Millie.

That evening she talked it over with Mother.

"I'm glad you want to ask Millie," Mother told Jean. "Jesus said we should invite people who can't ask us back. But be sure she doesn't get the impression that you just feel sorry for her."

"Maybe I can have her teach me how to make paper flowers that night," suggested Jean.

Mother nodded. "That sounds like just the thing. Which night do you want Millie to come?"

"I'll think about it," Jean said.

And she did think. She knew Millie's mother slept most of the day on Saturday. It would be an extra lonely Saturday this week for Millie. She'd be thinking of all the other girls going to Linda's party.

Then Jean thought about the gay little package wrapped in pink tissue paper for Linda. In it she had put a storybook and a ruler. She could hardly wait to see Linda's de-

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MARCH 12, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

NEW BABY SISTER

A FICTION STORY
by Corinne Bergstrom

EXCITEMENT filled Don Morse when he woke up one sunny morning. Today his parents would bring home the new baby. He had waited so long for a brother or sister that it did not seem possible that he'd finally get one.

He jumped into his shirt and blue jeans and ran into the kitchen. "Mom, may we skip breakfast today? Then you and Dad can leave right away to bring my new sister home."

His mother laughed. "Sorry, Don. Your Dad and I are hungry even if you aren't. Anyway, the adoption agency said that we shouldn't come before 10 o'clock."

"Aw, phooey!" muttered Don.

"Now remember to finish your Saturday jobs while we're gone," Dad said.

Don worked hard after his parents left. He emptied the garbage cans, swept the basement floor, and organized his things in his room. Still his parents hadn't returned.

Finally, when he had walked back and forth to the front window at least 20 times, he saw their car down the street. He ran out and opened his mother's door the minute the car stopped.

His mother held a pink bundle in her arms. Don peeked, but all he saw was blanket. "Can't I see her now?" he begged.

"Of course," his mother replied and drew the blanket away from the baby's face. "Donald, meet your new sister, Glory."

Don stared at the baby. Her face was a deep reddish color and her hair as black as night. "B-but she's s-so different," Don stammered. Don was red-haired with hundreds of freckles running across his nose and cheeks.

"Glory is an Indian baby," Mother told him. "That's why she doesn't look like you. I'm sorry we didn't tell you sooner."

His father came around the car and patted Don's shoulder. "We thought you'd love her as much as we do once you saw her."

Don grinned. "Of course, Dad. I was just surprised; that's all." But

continued on page 3

A TRUE STORY
by Anobel Armour

UNCHAINED POET

THE LITTLE GIRL was born free in Africa in about 1753, as nearly as she could figure later. Captured and chained, she was brought to America when she was only eight years old. That she survived the terrible, crowded voyage was a miracle. But other seeming miracles were to follow.

John Wheatley, a prosperous tailor, saw her on an auction block. She was standing lost and forlorn, wrapped only in a piece of carpeting tied with a frayed rope. In a rush of pity, he bought her so she could be a servant for his wife.

The Wheatley twins, Mary and Nathaniel, took one look at the small, frightened girl and loved her. They knew she'd make a good playmate for them as well as a helper for their mother. "I am going to teach you to read and write," Mary said promptly. "Then we can all study together."

The Wheatleys named the African girl Phillis and gave her their own last name. Phillis Wheatley learned to read and write and even studied Latin with Mary and Nathaniel. In less than a year and a half, Phillis could pick up the Bible and read it easily.

Literature was the next item in Phillis' education. Milton, Dryden, and Alexander Pope were the poets of the day. Phillis loved to read their poems and at 13 began imitating them. The Wheatleys urged her to write in her own manner. She wrote her first poems for special occasions such as the birth of a baby or a funeral in the neighborhood.

She studied the stars and the sciences and all the things that Mary and Nathaniel studied. She did well in all subjects. But she did best in writing.

Her feeling for the Bible went deep for she became a follower of Christ. When George Whitefield, the evangelist who preached in America and England, died, she wrote a poem. It was published in 1770 and was titled: "A Poem by Phillis, a Negro Girl in Boston, on the Death of the Reverend George Whitefield."

Phillis went to the Old South Church in Boston and became a member. She called on friends of the Wheatleys and was always welcome. Memories of her terrible trip from Africa must have seemed unreal to her. She seemed untouched by the fact that many Negroes were slaves. She knew nothing but kindness at the Wheatleys.

The Revolutionary War was in Phillis' time and she wrote a poem for George Washington. He wrote her a note to tell her that he admired her talent and signed it: your Obedient Humble Servant, George Washington.

Finally, the Wheatleys gave Phillis

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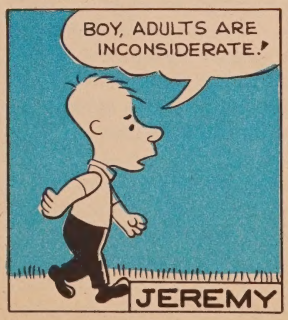

JUNIOR POWER/LINE PAPER
COUNSELOR

BOBBY MEETS THE GANG

A FICTION STORY
by Richard Brayfield

ELEVEN-YEAR-OLD Bobby Bradly stood on the steps outside his apartment house and looked up and down the city street. Loneliness crept over him. "Why did we have to move here?" he grumbled. "Nobody's friendly, not even the folks at that big church we visited Sunday."

Bobby ran his hand through his Afro and leaped down the steps to the sidewalk. To pass the time, he bounced a hard rubber ball against the brick building. Within a few minutes, he noticed a gang of boys about his age gathering on the other side of the street.

Bobby turned and waved but they didn't respond. They just shuffled around and eyed him suspiciously. So he went back to bouncing his ball.

Suddenly the gang crossed the street and surrounded him. A big boy of 13 or 14 spoke up. "Hey, kid, my name's Garvin. I'm leader of this gang. What's your name?"

Bobby smiled. "Glad to meet you, Garvin. My name's Bobby—Bobby Bradly."

Garvin slapped away Bobby's extended hand. "Hey, man," he snapped. "We don't shake hands around here. Look, this is our turf—our neighborhood. We stick together. If you want to live here and not get beat up every day, you got to fight me."

Garvin grinned, showing a gap where he had lost a tooth. "It don't make no difference if you win or lose. You'll still be one of us. But if you chicken out, we'll beat you up every day." He looked around the group and the others nodded.

Bobby's stomach knotted up. He thought of his Sunday School teacher back

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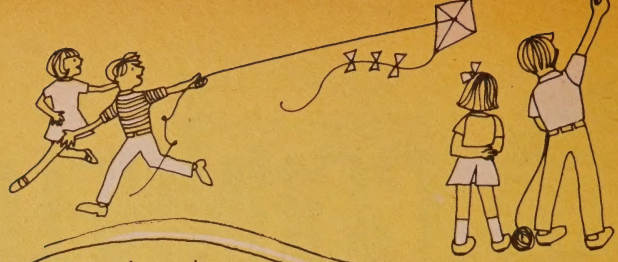
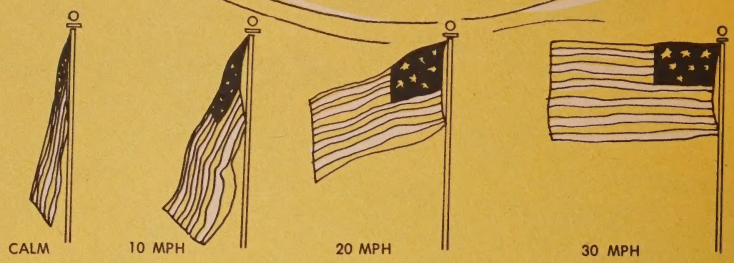
EXPLORING GOD'S WONDERS



THE WONDER OF WIND



with Donald C. Boardman, Ph.D.

WINDS are great for flying kites or gliders or drying clothes on the line. Winds also help the weatherman make his predictions. When the wind changes, look for a weather change, too

You can tell the wind direction by the feel of it on your cheek or by watching something blow. You can tell the wind's speed by looking at the trees or a flag. (Of course, the weatherman uses special instruments to measure wind speed accurately.)

Wind is interesting. We know it's there. We can feel it, hear it, and see what it does, but we can't see it. Actually, wind is just air in motion.

Air moves for three basic reasons. One is that the world turns around but the air or atmosphere tends to stand still or drag. Actually, the air only seems to be moving. It's the earth that's really moving in this case.

The second reason air moves is that it expands and rises when heated. More air then moves in to replace the rising air. In this case air moves up and sideways.

For instance, the sun makes the earth hotter at the equator than anywhere else. So air at the equator continuously rises. And more air continues to move in from the north and south to take its place. That means that the air is always moving up and sideways at the equator.

Some of the rising air continues up, up, up, then turns toward the North and South Poles. But since cool air (it cools off as it rises) is heavy, some of it succeeds in circling back down toward the equator at a lower altitude. Interesting that King Solomon spoke of the wind turning about and returning "to his circuits" (Ecclesiastes 1:6).

Of course air movement isn't quite that simple. Some of the air that comes down near the equator also heads for the North and South Poles at lower altitudes. All that air stacks up at the poles and every now and then some of it breaks loose in large air masses and heads back the way it came.

Large air masses heading south across North America may be hundreds of miles across and 10 miles deep. This air is cold. When it meets warm air, blowing off the oceans or Gulf, you may guess what happens! Yes, the warm air hits the cold air and goes up, up, up over the cold air mass and we have a storm.

The third kind of wind or air movement is confined to local land areas or continents. Air flows from cool to warm. Since land tends to be warmer than water, wind blows in toward land off the oceans. This wind may be gentle or strong. Strong winds or large air masses, for instance, move inland from the Gulf of Mexico all the way to the Middle West. Milder winds blow in off the Pacific Ocean in the West till they hit mountains.

Land also cools more quickly than water. So at certain times of the year, when the land is cool and water warm, a breeze blows out to sea.

If you're on a small lake this summer, say in Wisconsin or Michigan, notice that the same thing happens. When the sun goes down, the land cools off more quickly than the water. The breeze that has been blowing inland off the water all day will begin blowing out onto the lake. If you take a boat out around the lake shore, you'll feel the breeze blowing toward you. Near morning, when both land and water are cool, the air is likely to be still.

In much larger land areas like Asia, these winds coming inland and then going out to sea account for the weather patterns for certain areas. Such winds are called monsoons.

In both India and Pakistan, monsoons bring dry and wet seasons. The wet monsoons cause the highest rainfall in the world along the eastern end of the Himalaya mountains in India.

So winds bring rain and create weather changes. They also keep us from suffocating in pollution. Let's thank God for bringing "the wind out of His treasuries" (Psalm 135:7).

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COUNSELOR

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MARCH 26, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

Anna's Assignment

A FICTION STORY
by Sharon B. Miller

"WOULD you like to help me cut out a new dress?" Mrs. Adams asked as she hung the dishcloth on the rack under the sink. "I went shopping this afternoon and bought a new pattern for the material I purchased last week."

"I'd like to, Mom," Anna said, putting the last glass in the cupboard and hanging up the dish towel, "but I've got homework to do,"

"I thought you had everything done before dinner," her mother said curiously.

Anna grinned. "Well, this isn't school homework exactly. Mrs. Bissel gave us assignments for Sunday School class last week. We're supposed to write reports on what we find out. Then we'll read them to the class this week."

"A very good idea," her mother said. "What are you going to report on?"

"One of the ordinances of the church—Communion," Anna explained.

"Mrs. Bissel gave us three questions to answer. First we have to tell why we as a church observe the ordinance. Second, we have to tell what examples of the ordinance are found in the Bible. Last, we have to give reasons why we think the ordinance is important to us as Christians and to our worship."

Mrs. Adams smiled. "That's quite an assignment."

Anna went to the desk and found paper and a pencil. She took a Bible from the shelf on the wall and sat down. Her mother quietly went about laying out her material and pattern to make the dress on the dining room table.

At the top of her paper Anna wrote in big letters, COMMUNION—The Lord's Supper. There, that was a start. Now for the first part of her report.

"Mom, what's an ordinance?" she asked, turning to look at her mother.

Mrs. Adams paused to take the straight pins out of her mouth as she pinned the pattern on the material.

"I could tell you, honey, but I really think you should look it up yourself. Use the dictionary on the shelf."

Anna smiled. "You're right." She took the thick book down and looked under O. Finally she found it. "ORDINANCE: That which is decreed or ordained, as by God," she read. Then she read the definition out loud.

"I guess that answers the first part of the question. I can write that our church observes or has a Communion service because God said we should." Anna looked thoughtful. "I never thought that a dictionary would say anything about God making laws and things like that."

Carefully she wrote down the answer to the question number one on her paper. Then she went on to the next one. This one wasn't going to be as easy.

"Mother, where is the Lord's Supper found in the Bible? You know, where Jesus went to the upstairs room to celebrate the Passover feast with His disciples? Wasn't that the first Communion?"

Mrs. Adams nodded. She finished cutting out a sleeve, then turned to her daughter. "You can start by looking in the Gospel of Matthew. That's the only clue I'm going to give you."

Wrinkling her nose for a moment, Anna turned back to the Bible. She thumbed through the book of Matthew. Then she noticed something. At the top of each page was a short description of what was written.

Slowly she turned the pages again. There it was—in chapter 26! The Last Supper. Slowly she read the verses that told how Jesus had sent the disciples into the city to find a place to have their Passover meal.

It would have been special to have been there with the Lord, she thought, as she finished the account of the meal. She wrote down the reference, then looked in the Gospel of Mark. Again she checked the description at the top of each page to find where the Last Supper was mentioned. She found it in chapter 14. Her mother told her to keep looking.

Anna looked through the books of Luke and John as well. She found that what Jesus had said and done at

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"Mom, what's an *ordinance?*" Anna asked.

ARE YOU THERE, GOD?

A TRUE STORY
by Irene Aiken

The facts of this story are true but names have been changed. THE EDITOR

PHIL TOWNSEND'S mouth was suddenly full of dirty water. Instead of sleeping in his camp bunk, he was swimming. He had no idea what had happened. Things just didn't happen that fast, he told himself, as he flailed away, trying to keep his head above the rushing water.

He was having a hard time of it for the water was swift and he was a weak swimmer. He found himself upside down as often as right side up.

The ravine where his family had parked their camper last night must have been hit by a flash flood. Now he remembered seeing a warning sign about flash flood danger as they'd turned into the area. But there hadn't been any rain here. It must have stormed on the other side of the mountain, sending the deluge through the dry canyon to wash them away.

At any rate, the water had come from someplace with no warning. One minute he'd been snugly asleep with Mom and Dad and Viki nearby. The next minute he was floundering along in this horrid tumult of rushing, dirty water.

"God, I need Your help again, please," he cried.

Where was his family? Where would the waters take him? He had little choice but to try to stay afloat.

It was no time to be thinking of his friend Billy Sam. But he was remembering things they had said about God. "*You* may be sure about God," he'd told Billy. "But with all that stuff we learn in school about evolution, it's kind of hard to really believe in Him."

"Well, when you belong to Him, you know He's real," Billy had answered.

"Meaning all that stuff about joining the church and—?" Phil had asked.

"No, Phil, that comes later. First you must trust God with all your heart," Billy Sam said firmly. "If you'll come to Sunday School with me, you can learn what it's all about. I know God is real to me but I have a hard time explaining."

Phil almost went under as his foot caught on something. Pain ricochetted through his body. He saw by pale starlight that he was passing high walls of a cliff similar to the one they had parked beside.

Maybe there'd be a bush or something he could grab. He strained to see but suddenly the stars were blotted out by a dark cloud. Lightning flashed and thunder rolled. But in that momentary flash of light, he saw a little shelf-like ledge. It was a few feet higher than his head and he was approaching it fast.

He'd have to jump for it and maybe he'd miss. "O God, if You're there, would you help me, please?" He flung the words at the wind and reached up and caught the ledge. The rock was crumbly in his grasp but he managed to hang on. He dangled half in and half out of the water, wondering if God had really helped him.

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JUNIOR POWER/LINE PAPER
COUNSELOR

Dummy! Dummy!

A TRUE STORY
by Irene Aiken

TIMMIE CARROLL tossed the mushy snowball at his tormentors. But they only laughed. "Dummy," one yelled. "That's no way to make a snowball!" The others rushed at him, pushing him into a dirty snowbank. They rubbed snow into his face and stuffed it down his shirt.

Timmie howled and the boys scattered, imitating him as they ran. Other children stopped as they walked past on their way home from school. But when they saw it was Timmie, they kept on going.

Timmie saw them. He also saw his glasses lying in the snow. "God," he said aloud, "make them all go away and leave me alone."

"O Timmie," called Ronnie, a bigger boy who lived next door, "are you hurt?" He helped Timmie up. "No, you're only wet and cold. C'mon," he said, as he brushed Timmie off. "Here's your books and glasses. I'll walk you home."

Ahead of them, his tormentors chanted, "Dummy, Dummy can't make a snowball!"

"What does dummy mean?" Timmie asked Ronnie.

"Well," Ronnie looked funny and scuffed the snow. "Those kids are just mean. It ain't nothin'."

"I prayed to God to help me not be a dummy," Timmie said. "Do you think God knows what it means?"

"Sure, God knows everything," Ronnie said, quietly.

Timmie wiped at his half-frozen face and wondered again why only Ronnie, out of all the kids at school, liked him. He didn't know much. But he did know that his own brother and sister were even mean, always calling him stupid. Maybe that's what dummy meant.

"Does it mean I'm not smart?" he asked Ronnie.

"Well," Ronnie hesitated.

"Does it? Does it mean that?" Timmie persisted.

"Well, sort of," Ronnie agreed. "But don't worry about it. You're a good kid; that's what matters."

They walked along in silence for a while. Timmie was trying to remember the funny words he had heard his parents say about him, something like *mentally retarded.*

"Here, let me clean your glasses," Ronnie offered. "They have snow smeared on them."

"I can do it myself," Timmie retorted. "I'm big enough for that. And I can fasten my own zippers and things like that too. You don't have to do things for me."

Soon they reached Ronnie's house and just beyond was Timmie's. They parted in silence. Timmie wanted to thank Ronnie but he just couldn't. He was tired of people helping him.

When his mother saw his wet clothes, she got down on her knees beside him and looked as if she were going to cry. "I'm OK," Timmie said. "Ronnie said so. Some boys pushed me into the snow; that's all."

"My poor baby," Mother said, kissing him. Timmie pushed her away. He didn't want to be her *poor baby.* This was part of his trouble—Mother acting this way.

"I'm OK," he said again, and hurried to his room. There he began the long

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"Timmie," his mother gasped. "I'm going to need your help."

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job of taking off his wet clothes. Buttons and zippers were hard, shoe laces too. But finally he did it, all alone.

Timmie was nine, but he knew that most kids his age were able to do a lot of things he couldn't. He guessed that was what they meant by *mentally retarded* and *dummy.*

He had seen others promoted but he had gone to first grade twice and second grade twice. He sighed and looked for some dry clothes.

Mother came in and began digging in the drawers to help him. He frowned. "Please—I can do it myself."

"Of course," Mother said, and backed away, but she stood and watched, waiting to help.

Hot tears of frustration rolled down his face. He was tired of being helped by his brother and sister and parents. "Go away," he told his mother as he wiped at the tears.

Mother left, and after a long struggle Timmie had himself dressed, only to discover that his T-shirt was on backwards. He cried some more but took it off and put it on right.

By this time, he had heard his brother Billy come in and ask for cookies and go out again—to play with friends, no doubt. Billy had friends, so did Alice, but not Timmie.

"I don't care," he said aloud and went to ask for cookies too. Alice came in as he entered the kitchen. She thumped her books on the table and explained that she had to rush over to somebody's house and do research—whatever that was. Timmie watched as she hurried away.

"I want cookies too," Timmie asked.

"Of course," Mother said quickly. "But Billy got all these. I'll get some new ones down for you." She climbed up on a chair and reached for the new box of cookies.

Suddenly, as Timmie watched, the chair slipped, tipped, then crashed to the floor and mother with it. She lay in a crumpled heap, her face white and funny-looking.

Timmie began to whimper.

"Timmie," his mother gasped, "I'm going to need your help. My leg is broken, I think. You'll have to phone Dr. Roberts."

Timmie began to cry loudly now. Once he'd seen a dog with a broken leg. They had taken it away and it died. He didn't want that to happen to his mother.

"Get me a pencil and paper quickly," she told him. He looked all over, then found some with Alice's books.

"Why can't you ask for your food like any other dog?"

Mother wrote a number down—355-5214. "Take this to the phone and dial it as I've shown you. Tell the doctor to send an ambulance—no, just say I broke my leg."

Timmie frowned. Other kids could dial a phone. He had tried a lot but never had done it right. Yet this time there was no one to help. He hurried to the phone, his heart beating with fear for his mother.

He pulled the 3 all the way around and let it roll back. Then he remembered he was supposed to take the receiver off first. He started over. He dialed the 3, then the 5, then took his glasses off. They were smeared with tears.

He began again and finally heard the phone saying "omzig—omzig—omzig." It must be broken. "Hello, this is Timmie. My mother broke her leg."

But "omzig—omzig" was all it said.

He went to tell his mother the phone was broken but her eyes were closed and she didn't answer.

He tried it again, then went next door. Ronnie could help—but no one was home at Ronnie's house.

Now what? He'd have to go back home and try the phone again. Maybe it would work this time. He picked it up. No "omzig." Maybe it was OK. He tried again and again and finally dialed correctly.

At last he heard a new sound, a buzzing. Then someone said, "Dr. Richard's office."

Timmie jumped. "M-my mother has a broken leg. You won't take her away forever will you?" he asked. "She's asleep. She fell when she was getting cookies—"

"Give me your name," the lady's voice said, "so we can send an ambulance."

"Please promise not to kill my mother. My name is Timmie Carroll. I live on Mulberry Street."

"What number?" the voice asked.

"It is 817, I think," Timmie answered. Then the lady was gone. He put the phone back and went and sat by his mother for a long time.

Finally the ambulance came. Mother opened her eyes when the men came in. "Thank you, Timmie. You helped me. You really did." Timmie hugged her.

"Stay here and tell Alice and Bill and Daddy," Mother told him. "Tell them how you helped me. Don't worry now. I'll be back home in a little while."

Timmie stood on his front porch and watched as the men put his mother in the ambulance. He looked up at the blue sky above and smiled.

"I guess I sort of forgot to ask You to help me," he told the Lord. "But I did all right by myself, didn't I? I guess I'm not really such a dummy after all. Like it says in the Bible, You take care of me. Thank You for letting me help Mother today."

This is a true story about a retarded boy I once knew. He loves Jesus and sometimes talks to Him aloud. All names are changed. THE AUTHOR

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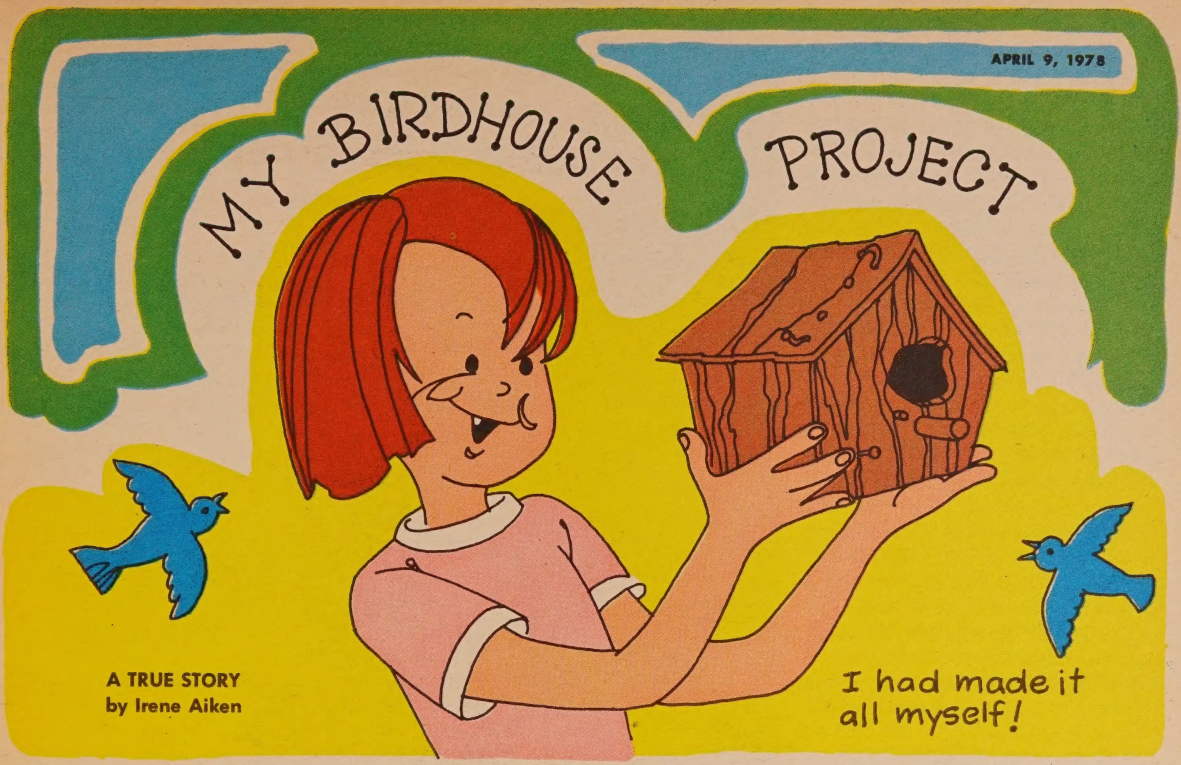
MY BIRDHOUSE PROJECT



A TRUE STORY
by Irene Aiken

WHEN I opened my eyes that Monday morning, I knew it was not going to be an ordinary day. My eyes closed again. Twice I forced them open. My head hurt! I lay very still, but my mind wasn't still—it was hopping around like crazy.

Today was the day I was to take my birdhouse to school. It had been my project for the semester. I had made it all myself. I was *sure* I'd get the highest mark in the class for it. After all, not many 10-year-old *girls* make birdhouses!

I heard Mom moving around in the kitchen, fixing breakfast. I knew Daddy was shaving, because the water was running in the bathroom and the door was open. I got up and popped my head in the bathroom door. Daddy grinned at me with one side of his face white with foam. "This is your big day, huh?" he said. "You be sure and tell that teacher we didn't help you with your birdhouse in any way."

"But Geneva helped," I said, putting my hand to my head. It sure felt hot and funny. "She was making a poster for her project, and she drew a birdhouse on it. That gave me the idea."

"That doesn't count as help," Daddy said. And I knew he was right. I had worked very hard to make that birdhouse. My Daddy's being a carpenter had given me the idea that I could build something with hammer, nails, and saw. And the teacher had only said we had to have a "worthwhile" project for the semester.

But as I sat toying with my breakfast, not very hungry, I saw Mom staring at me. "Are you feeling all right?" she asked. "Your face is very red."

"I'm fine—" I said, and hurriedly tried to eat my eggs and toast. But suddenly I *knew* I was sick—and I simply *couldn't be!*

Mom came and felt my face and shooed me back to bed. I protested all the way. "Now, be still," she said. "You have a fever—let me see your throat—open wide!"

"Measles?" I heard Daddy asking at the door of my room.

"Nearly has to be," Mom told him. "I'll call the doctor as soon as I get the boys off to school."

She helped me undress, and soon I was back under the covers. She pulled the shades and left me alone. Tears rolled down my face and wet my pillow. This was the last straw! With Geneva—and the new girl—and the birdhouse—it was all a mess.

Geneva was my best friend. Or she had been until a few weeks ago—when Lena moved in down the street.

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JUNIOR POWER/LINE PAPER
COUNSELOR

told by Shirley Williams
written by Esther L. Vogt

"In two weeks, you could have mumps too," Mom said.

When my sister got the mumps, I KNEW I'D GET THEM TOO

EVERY spring our pastor conducts a weekly class for those who want to be baptized and join the church. In these classes he explains more fully what it means to follow Christ—the new birth, how to witness, the meaning of baptism, and how to live a Christian life—things like that.

At the end of the instruction sessions, the converts meet with the church council to tell of their conversion experience. If the council feels they are ready, they are baptized upon confession of their faith, and enter the church fellowship.

When I was just seven God had spoken to me through John 1:12, "But as many as received Him, to them gave He power to become the sons of God, even to them that believe on His name." At that time I received Jesus as my Saviour. Then at 13, I felt the need to be baptized and join the church for the Bible says to "believe and be baptized."

Eighteen of us showed up for pastor's first instruction class that year. Baptism would follow on Easter Sunday, six weeks later.

A few days after our first class, my younger sister Naomi came down with mumps! Because we slept in the same bed, I just knew I'd get them too. What would this do to my hopes to attend all the instruction classes and be baptized? I didn't want to miss anything!

"Two weeks!" Mom ticked off the days on the calendar. "In two weeks you could have mumps too." Yet we knew it might take longer because that's the way childhood diseases sometimes work.

"What will that do to my plans to join the church?" I worried. I fervently hoped the mumps would wait until after the instruction classes and baptism. But I didn't expect too much from God. After all, I reasoned, I was only a child and He was busy with those big, important prayers of grown-ups.

But Mom smiled confidently. "God can keep you from getting the mumps until after your baptism, if it's His will. So let's pray, shall we?"

My faith wasn't quite that big. After all, that was asking an awful lot from God! When I got the mumps I'd probably at least miss an instruction class or two—as long as I was OK for the baptism. "And that's fine, too, Lord," I added when I told Him about it.

Two weeks dragged by and Naomi's face slimmed back to normal. Although we all trusted God, I think my family secretly eyed my cheeks every morning to see if there was any telltale swelling.

"If I have to miss one instruction class, I'll have to," I told my family. "After all, I was exposed. I can get mumps anytime. But I sure hope I can be baptized!"

One morning, five weeks later, my brother woke up all lumpy and mumpy. Would I be next? My heart pounded at the thought. I couldn't get the mumps now! Baptism was just a week away.

Easter Sunday morning I awoke to bright sunshine. Quickly I felt my cheeks. *They were as thin as ever.* Whew! Joyfully I bounded down the stairs. We ate breakfast and got ready for church. Shortly after, along with 17 other young people, I testified to my faith in Jesus Christ in the baptistry of our new church sanctuary. It was a marvelous experience!

God had wonderfully answered our prayers. He permitted me to attend all six instruction classes, and be baptized—all in good health.

I think it made my faith stronger to realize God loved me enough to hear and answer my prayers even though I had so little faith.

The mumps? Oh, yes. *Two days after my baptism I got them!*

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COUNSELOR

JAMES R. ADAIR *Editor* • DON CRAWFORD *Executive Editor* • GRACE FOX *Publication Editor* • RICHARD TURNER, Ed. D. *Education Editor* • SAM POSTLEWAITE, STAN MICHALSKI *Art and Production*.

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JUNIOR POWER LINE PAPER
COUNSELOR

FLOOD!

A TRUE STORY
by Vera Holding

IT HAD been a hot, drizzly day—or so my mother reminded me years later. Since I was only three when the terrible tidal wave flood hit Texas, I can only remember parts and pieces. I'll fill in with things the rest of the family have told me.

That night, my sister Sadie, 5, and brothers, Eddie, 7, Ernest, 10, and Claude, 14, and I stretched out on blankets in our airy downstairs hall. It was the one cool spot in the house.

I hadn't been asleep long when I was roused by my mother shaking me. "Valley, Valley, honey, hurry!" she urged.

I struggled up on my elbow, only half awake. In my ears thundered a horrible, scary noise—a train maybe? Or perhaps it was a tornado, twisting right toward us like Grandpa had talked about?

Mama was bending over Sadie, waking her up when Claude came racing down the hall from the porch. "Flood!" he screamed. "It's a flood. The whole river's pounding at our steps!" His hands shook as he clawed on his pants.

"Let's all be calm," Mother hollered above the flood's roar. "Try not to be scared, children. It is a flood and it's rising fast." She was helping me into my dress. "Dress quickly and stay here," she told the others. "We must stick together."

Mama then lighted two oil lamps, and set them on a hall table and disappeared. "My kittens!" I screamed. "They'll be drowned." I squeezed my eyes shut to hide my terror. I could picture them in the granary: five tiny kittens, snuggled close to Kathy Cat, their mother. "Poor babies!" I wailed again when I remembered that the granary was closer to the river than our house. No one paid any attention to me.

When I opened my eyes, Mama was back with the long well rope. Quickly, she knotted it around the waist of each child—all but me. I was too little. Claude hoisted me up on his back as Mama tied the rope

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around herself and then picked up a lantern in each hand.

Fear filled her eyes as she turned to us. "We'll have to go out the back way and circle around the gulley to Sand Rock Mountain," she called above the roar. "If one of you falls, you others pick him up. We must help each other."

Just then I heard my calf bawling. How awful! Everything I loved on the farm was drowning. I kicked my brother in the ribs and screamed, "Let me down! I gotta let my calf out." But Claude only held me tighter and followed Mama out the back door.

I'll never forget the feeling as we stepped from the safe harbor of our house into the unknown terrors of the black night and swirling water. My father was across the river buying cattle. Oh how I wanted him! He was big and strong. He could save us. I began to cry, putting my face in Claude's hair.

Above the water's thunder, a cow bawled pitifully. Horses screamed. Claude jumped from time to time as chicken coops, a ladder, or, horror of horrors, a squealing, drowning pig or calf bumped into his legs.

A light mist filled the air. It shrouded Mama and the lamps in a mysterious whiteness as she trudged ahead through the water.

Our home in Central Texas was situated on an island where the Colorado and San Saba rivers joined. "Finest bottomland in Texas," I'd heard my father say. Big pecan trees surrounded our neat white farmhouse. Out back a dry gully ran between our house and Sand Rock Mountain. Tonight the gully was a raging torrent so Mama headed, as best she could in the dark, around that gully to higher ground. She told me later that it seemed as if we'd take one step forward and two backward.

Suddenly Claude was jerked to his knees and we both got soaked. Ernest had been knocked down by some swirling object.

Drenched, but on his feet again, Ernest yelled, "I'm cold and tired!"

"Hush!" yelled Claude. "Mama is doing the best she can."

"Mama, Mama!" Sadie, just five and tied next to us, began crying.

"Hush it," Claude again admonished, giving my leg a reassuring pat. "We gotta keep moving. Watch Mama's lamps. They're our guide."

It seemed like hours and days and years had gone by when the flood's roar began to let up. Eddie wailed out again for Mama.

"Hush it, Eddie," Claude called. "Be quiet. Mama's praying."

Then over the black water and fearful noises came Mama's reassuring voice: "The Lord is my Shepherd; I shall not want. . . . Though I walk through the valley of the shadow of death, I will fear no evil. . . ."

Suddenly Sadie piped up with the only prayer she knew: "Now I lay me down to sleep; I pray the Lord my soul to keep."

"Me too; me too," I sobbed.

Somehow my legs didn't hurt like they did at first. I knew my kittens had gone to heaven by now and maybe my calf had been caught by the branches of a tall tree. Finally the sounds of terror ceased entirely and all we heard was Mama's voice as she led us through the night. She was talking to God, and we were still together in our paper doll chain. Why should I feel so scared?

We had been in the water all night and walked some seven miles when we finally waded out onto high ground. The mist cleared and a great ball of red fire inched up the sky. Daylight! And we were safe.

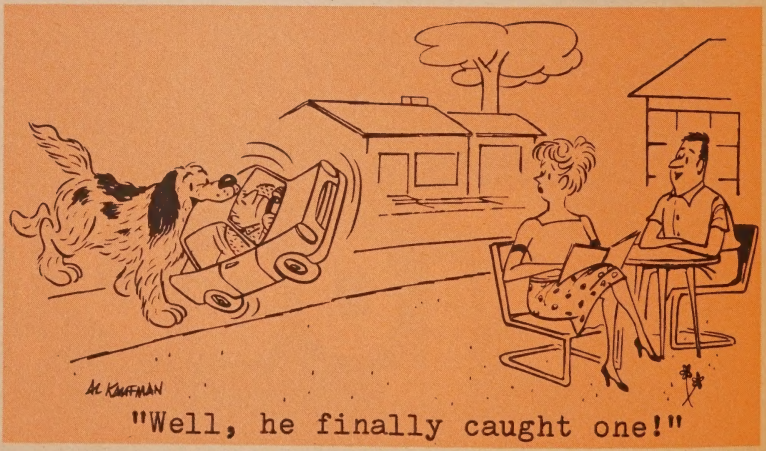
Claude set me down and I watched in awe as Mama blew out the lamps and set them on a huge, flat rock at the foot of the mountain.

"Mama," Claude whispered, wonderingly, "the lamps! They never once flickered or went out in all that mist."

"I know," Mama said, gathering us all in her arms at once. "It was the hand of God. Let's kneel and thank Him for His goodness."

Mama's face looked as if it were lighted by a candle. I felt all choked up.

Still tied together and holding on to each other, we knelt there. But nobody prayed out loud, at least I didn't hear anyone. Yet maybe God knew that our broken sobs were really grateful thanks for what Mama had said was His good hand.



"Well, he finally caught one!"

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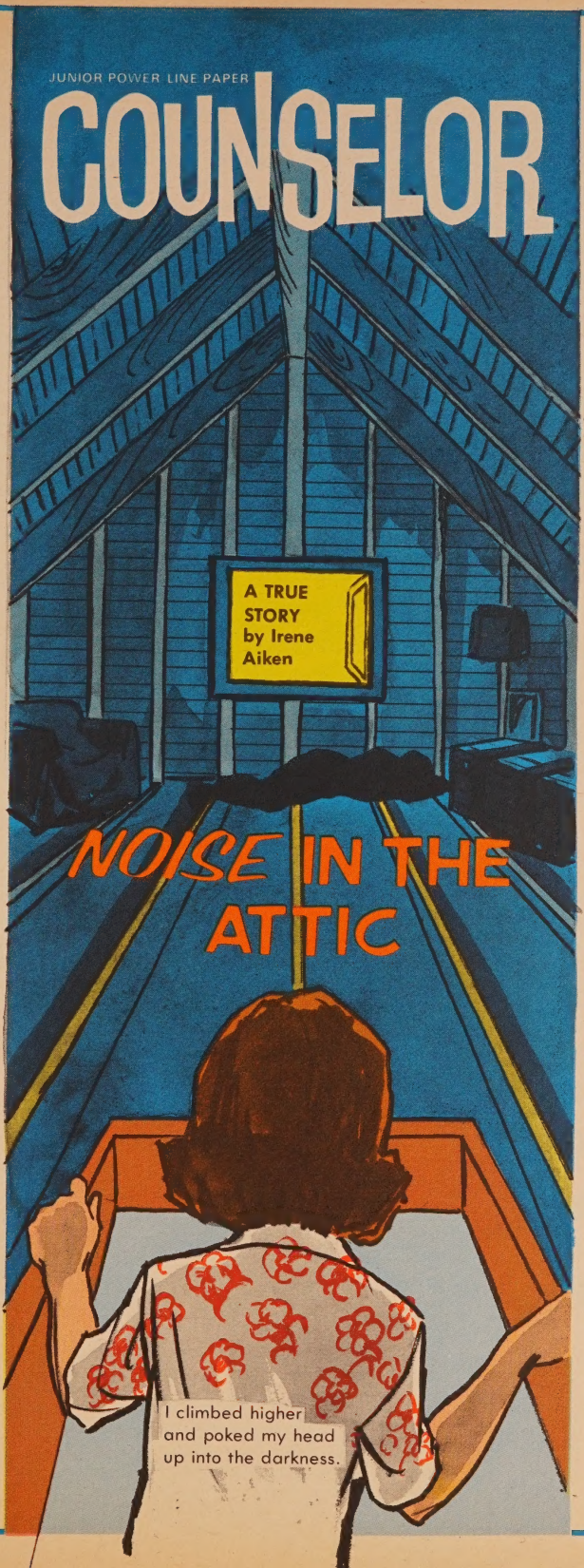
JUNIOR POWER LINE PAPER
COUNSELOR

NOISE IN THE ATTIC

A TRUE STORY by Irene Aiken



I climbed higher and poked my head up into the darkness.

WE WERE eating breakfast when the phone rang. A neighbor was calling. She was very sick. Mother would have to go to her house. I looked at Mom with horror! My sunny Saturday, ruined! I'd have to take care of my two younger brothers, and they never obeyed me.

"Daddy will be home at noon, but I may be back before then," Mother said.

"Lloyd and Junior, Renie is in charge; you hear?" She was heading for the door. "Renie, if anything comes up, you can call me."

She went out, shutting the door behind her. Immediately, Junior threw his oatmeal bowl to the floor. It was nearly empty, thank goodness! But he gave me his "what-are-you-going-to-do-about-it" look. I swatted him, but not hard or he'd cry for an hour.

I hated "being in charge." Mother didn't like me tattling, and I knew she expected me to "cope." But what if something happened while she was gone? I was 11 and my brothers were just 8 and 4. I stood there, scared and angry.

Later, as I was carrying some dishes to the sink, I heard a strange noise: "Oooooh—oooooh!" The noise seemed to come from over my head.

Icy fingers of fear clutched at my heart. The boys were on the floor, playing with toy trucks. They were going, "Rmmmm, Rmmmmm," over and over so they hadn't heard the noise.

I started doing the dishes, hoping I had just imagined the sound. What could make a noise like that anyway? It sounded *ghostly*. Chills walked up and down my backbone at the very thought.

Could it be an animal, somehow trapped in the attic? Or a person? But that wasn't possible. The only way to get up there was through the trapdoor on the closed-in back porch. You had to get a ladder to climb up there.

That very minute I heard the noise again: "Oooooh, ooooh!" I couldn't imagine a noise like that twice!

"Wow! What was that?" Lloyd asked, looking up at me. "I heard something funny."

I felt the prickles go up to my hair. But I was in charge. I had to sound brave. "The wind comes in that attic window—sometimes," I said shakily. "Nothing to worry about."

Inside I was crying silently to God, asking for His help. Long ago I had learned that He was the One to turn to in trouble. Daddy was seldom home, and Mother often dismissed my fears—and problems.

Mother was brave herself. She made instant—and right—decisions about everything, it seemed. And she expected me to do the same. In fact, she often said, "You may as well learn to be responsible now, Renie. Someday you'll have your own family to care for."

So I stood there, knowing I could phone Mother. She'd come back and look into the mystery for me. Or I could do what had to be done myself—open the attic trapdoor and peek in. That's what Mother would do.

"Lord Jesus, will You help me do it myself?" I prayed, as I went to get the stepladder. And to my brothers I said, "Maybe the window in the attic is dangling. I better go up and check it out."

"That window *is* open," Lloyd said. "I saw it yesterday when I was in my tree house." His eyes were wide with fear, so I roughed up his hair.

"I'll see to it. I'll lock it back again so the wind can't moan around it that way." But no wind had made that sound, I was sure. Only a light breeze was blowing outside. "Lloyd, you keep an eye on Junior till

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I get back down."

Just saying that I'd be back down gave me new courage.

I got the stepladder, and set it under the trapdoor. My heart pounded hard. The ladder squeaked as always when I put my foot on it, and I wanted to back down—to go and call Mother after all! "Help me, Lord," I prayed instead! I climbed up the ladder until I could reach the trapdoor and push it back out of the way.

There was no light in the attic. We usually took a lantern up when we had to go for something. I climbed higher and poked my head up into the darkness. I could see the window at the other end of the house. It was open all right! And it was a long way from me. The sun, coming in the windows, made wierd-looking shadows all over the cluttery attic!

Oh, how I wished I had called Mother. This was *awful!*

Then as I stood there with my head in the attic, and my feet on the ladder—a voice spoke to me!

"Will you help me?" the voice asked. It was a man's voice—thin and reedy, as if he were sick.

"Who —who —who —" I knew I sounded just like the owl that sometimes sat in our big tree at night.

"I'm a hobo, Miss, and I'm sick. I climbed up the tree by your house and into the window. I need your help. I fell when I was climbing in here. And I think my ankle is broken."

Was he telling the truth? I'd have to take a chance, I decided. I climbed up and stepped gingerly along the solid rafters, careful not to step on the ceiling boards between—as Daddy had told me. I moved to the place where the hobo lay on some old rags. Even in the dim light, he was a fierce-looking man. If I'd seen him anywhere else, I would have turned and run!

"I need your help—I guess you'll have to call an ambulance for me. I sure can't crawl back down the tree—or down a ladder. Sorry if I frightened you, young lady." He showed me his leg. It was terribly swollen. I drew back from him. If that were mine, I'd moan too!

"Yes, sir." I turned away to go and use the phone, relieved that it was only a man with an injured ankle—not a ghost or something waiting to "get me."

I went down the ladder, phoned for the city ambulance crew. Then I climbed back up the ladder with a drink of ice-cold milk and some cookies.

"When the ambulance gets here," I told Lloyd, "show him where to come."

The man ate my cookies, as we heard the siren approaching. "You folks have been an inspiration to me," the man said. "Last night, even with this bad ankle, I listened as your father read aloud from the Bible. I heard him pray too. It set me thinking. All night I thought about it.

"When I get my ankle fixed up, I'm going back to my own family. You see, I ran away and left my wife alone with our kids. I believed in God once—then I sort of got away from Him. I hated working and making a living and never having any fun—so I ran away. But now I'm sure going back!"

The two ambulance men brought the hobo down our ladder in a sling-type stretcher.

Mother came running when she heard the siren. She was furious! "You went up there by yourself when you heard the groaning? You should have called me home!"

The hobo grinned at me through his pain. "Thanks. You're a brave kid. You must believe in God too."

"Oh, yes!" I said, squeezing his dirty hand in good-bye.

I knew if it hadn't been for the Lord . . . Well, I'm just grateful He protected us and gave me the courage I needed that day.

Boys Who Made Good

Listed below are the names of eight Bible boys who followed the leadership of God. Try to match the clues on the right with the name of the proper boy.

1. JOASH
2. JOSEPH
3. MOSES
4. DAVID
5. DANIEL
6. ISAAC
7. SAMSON
8. SAMUEL

a. A shepherd boy whose brothers were in Saul's army
b. Pharaoh's daughter found him
c. Was given a beautiful coat by his father
d. Lived in a temple, helping Eli, a priest
e. God provided a ram to be killed instead of him
f. Became a king when he was only seven
g. Refused the king's meat and wine because he wanted to stay pure
h. Was blessed by the Lord with great strength

by Henry L. Chisolm

answers:

1-f (2 Chron. 24:1); 2-c (Gen. 37:3); 3-b (Ex. 2:5-6); 4-a (I Sam. 17:17-22); 5-g (Dan. 1:8); 6-e (Gen. 22:1-2, 13); 7-h (Jud. 13:24; 15:14); 8-d (I Sam. 3:1, 3).

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APRIL 30, 1978

Piano Lessons for a Penny

A TRUE STORY
by Marie Manire Chapman

WHEN RACHEL BEATTY was only seven years old, she was giving piano lessons! She had been taking lessons just a few weeks herself. Her friends heard her play and said, "Please teach us." So she did. She charged a penny a lesson. As time went on, she raised her fee to a nickle, then a dime, then a quarter, and finally to 50¢.

For her sixth birthday, she had received a used piano book. (That was a time when nobody had much money.) Her mother taught her many things about the piano but could not give her lessons.

When Rachel's aunt Evelyn Patterson came to live with them for a while, Rachel was delighted to hear her aunt play the piano. "Please give me lessons," Rachel begged. Her kind aunt agreed and they began the next Saturday morning.

Rachel loved the piano but she did not always enjoy the scales, finger exercises, and pieces her aunt gave her to play. Rachel's mother sometimes had to get after her for playing "Chop Sticks" or "I Once Had a Great Big Dog and I Wish I Had Him Back."

Often her mother would say, "Do something each day that you don't want to do but know you should." That's the way Rachel felt about practicing each day. Oh, she wanted to play the piano, but she wanted to play "songs"—interesting ones.

She was glad she had practiced as her mother had advised. For, one Sunday morning when Rachel was only eight, she was asked to play the piano at Sunday School. The regular pianist hadn't come. Nobody seemed to notice that when she made a mistake in the chorus of "Bring Them In" and went to correct it, she got behind the singers.

By the time Rachel was in fourth grade, she was playing for the school orchestra. If she hit a wrong note now and then, the trumpets were loud enough to drown it out.

One day Rachel got a letter from

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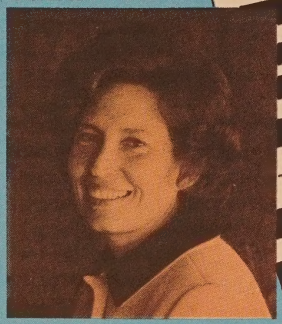
RACHEL BEATTY KAHL



Mrs. Kahl has been giving piano lessons since she was only seven years old.

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Aunt Evelyn, who was married and living in Kannapolis, North Carolina where her husband was a pastor. "Dear Rachel, we would like to have you come and visit us in June and play for our Bible School," Aunt Evelyn wrote.

Rachel happily accepted the invitation. How glad she was to share the musical ability God had given her! And her aunt appreciated Rachel's help so much that she invited Rachel to come back and play year after year for several years.

Rachel also had opportunities to teach in Bible School. She enjoyed telling other boys and girls about the loving Saviour she had come to know right in her own home.

Rachel decided one summer at Vacation Bible School that being a preacher's wife must be the happiest kind of life possible. She wanted to spend her life helping others know God the Lord as Saviour, just as Aunt Evelyn Smith did.

When she was a sixth grader, Rachel began making new arrangements for songs. Her class was having an operetta. (That's a play in which some of the story is told in songs.) Rachel was to play for the singers, but the book had only right-hand single notes that sounded babyish.

At home that night, Rachel studied the notes carefully and put other notes with them that sounded right. She wrote them all down on music paper and played them with both hands for the program. Nobody guessed that she had put much of the music together herself.

"I learned to play hymns from the *Junior Hymnbook*," says Mrs. Kahl.

That was the first, but not the last time Rachel changed printed music. That time she put *more* notes into the pieces to make them harder. But it's possible that you've played some hymns that Rachel made easy enough for a beginning pianist.

You see, Rachel went on to study music in a music school called a *conservatory*. Then she got married (and—yes—she married a preacher, named George Kahl). If you look at your *Junior Hymnbook* you may see the name of Rachel Beatty Kahl on the cover.

Mrs. Kahl has made it possible for thousands of boys and girls to play church songs almost as soon as they begin music lessons. Some boys and girls start playing for their Sunday School after only a few lessons because nobody else in their small church can play at all. They play the easy pieces Rachel planned for them.

Mrs. Kahl has been teaching piano since her own first lessons as a little girl. She taught piano in Germany when her husband was an Army chaplain there. And she has taught in the many different towns where her husband has pastored in the United States.

If you were to visit Mrs. Kahl today in Brevard, North Carolina, you would find her still busy teaching piano. She gives free lessons to any children in her church who want them. She also leads the church adult, youth, and children's choirs.

And Mrs. Kahl continues to simplify songs so even brand new piano players can use their limited skills for the Lord. She is always delighted when the mailman brings a letter that says, "I am the church pianist now; I first learned to play hymns from the *Junior Hymnbook*."

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Penny Enters The Contest

A FICTION STORY
by Carolyn Zur Welle

PENNY put the final strokes on her painting. *I'll win,* she thought confidently. *I know I'll win.* She held the finished watercolor at arm's length. It pictured a robin perched jauntily on the edge of a bird bath. *Mother and Dad say I have real talent,* she mused as she cleaned her brush.

Penny planned to take her painting to school and enter it in the yearly art contest. On Monday the art teacher, Mrs. Garver, would name the winner. Penny was already looking forward to a wonderful time visiting the city art gallery with Mrs. Garver. That was first prize!

But a frown creased Penny's forehead. She had suddenly remembered Karen Mills, the new girl in class. Penny thought enviously of the times her classmates had crowded around Karen and sighed with delight at her lively drawings.

She's good, Penny decided, shrugging her shoulders, *but I'll still win the contest*!

The next morning Penny carefully placed her painting on Mrs. Garver's desk. Her eyes widened as she glanced down at a picture already there. It was a watercolor of a barefoot boy, fishing by a pond. Penny winced when she saw "Karen M." written neatly at the bottom of the painting. *It's wonderful,* she thought grudgingly.

One by one her classmates came into the room and took their places. Tommy Brewer walked up to Mrs. Garver to borrow an eraser. As he reached across her desk, his arm brushed a tall vase filled with roses. It wobbled for a moment, then fell over.

"Oh, Tommy, look what you've done!" cried Mrs. Garver who rushed to her desk in dismay. She held up the painting of the boy fishing. Water trickled from it, blurring the colors together.

Tommy's face was crimson as he tried to mop the sopping desk with his handkerchief.

Karen Mills jumped up and took the picture from her teacher. Tears were in her eyes, but she turned to Tommy and said quietly, "That's OK, Tommy. You didn't mean to do it."

Penny watched as Karen, shoulders drooping, walked back to her desk. *If that had happened to me, I'd never forgive Tommy,* thought Penny darkly. *But now I'll win the contest for sure.* And she tried to keep a pleased feeling from nesting in her heart.

Sunday came and Penny, sitting in Sunday School, had trouble keeping her mind on the Bible lesson. Mrs. Weaver, her teacher, handed out small slips of paper.

"Here are your memory verses, boys and girls. I hope you'll know them next Sunday."

Penny looked at hers. It read, "Wherefore let him that thinketh he standeth take heed lest he fall (1 Corinthians 10:12)." *I don't know*

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"Oh, Tommy, look what you've done!" cried Mrs. Garver.

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just what that means, but it shouldn't be too hard to learn, she thought as she slipped her sweater on and went out the door.

The next day Penny's hands trembled with excitement as she buttoned her new green dress. She was sure Mrs. Garver would have the winners of the contest come to the front of the room. She wanted to look her best. Scarcely tasting breakfast, she hurried to school.

It seemed to Penny that history and geography would never be over. Finally, however, it was time for art class. Penny's heart pounded as Mrs. Garver called the class to order.

"I know you're all anxious to learn the winners of the contest," Mrs. Garver said, "so I won't keep you waiting any longer. So many good paintings were submitted that it was hard to choose the three best." She pointed to the walls of the classroom. "I've put up your pictures and hope you'll all stay after school for a moment to look at them."

Mrs. Garver paused and smiled. "Now for the winners. Prize for third place is this wonderful book on how to draw. It goes to Barbie Evans. Barbie, will you come up, please?" Everyone clapped as a blond girl walked to the front of the class.

A hush fell on the room as Mrs. Garver held up a large box of water colors. "Second prize goes to Harold Weston. Congratulations, Harold!" A tall, dark boy happily accepted his award.

"And now, the first prize: lunch and a trip to the city art gallery goes to—" Mrs. Garver took a breath and Penny's heart thumped wildly, "—to Karen Mills!"

For a moment Penny sat dazed. Could she have heard correctly? *Karen's painting had been ruined!* In a moment, Karen stood before the class, her face radiant.

Mrs. Garver again called the class to order. "As you all know, Karen's first picture was accidentally ruined. But she got busy and painted another. The second was even better than the first."

Penny felt hot tears sting her eyes. *How could I have been so sure I'd win?* she thought. *I was even glad when Karen's picture was ruined.* She put her head down and bit her lip.

"Let him that thinketh he standeth take heed lest he fall," an inner voice said to her.

"Oh, I was too sure I'd win! How I must have disappointed God!" she said to herself.

Hearing Mrs. Garver's voice, Penny looked up. "Honorable mention goes to Penny Jordan." Penny tried to smile as she stood up.

After class, everyone milled around the room, looking at the paintings. Penny saw Karen standing before a picture of a jet black horse. Lightly Penny touched her arm. "Your picture is wonderful!" she said softly. "You deserved to win."

Surprised, Karen turned with a big smile to Penny. "Thank you! I don't know how you can draw birds so well." She wrinkled her nose. "Mine always look like a potato with two toothpicks stuck in it!" Both girls laughed.

"It's easy," Penny said shyly. "Maybe you could come over to my house after school sometime and we could paint together?"

In a moment both girls were talking happily, planning a day of drawing and painting. Later, Penny walked home hugging her books in pleasure as she recalled the last minutes of art class.

I was wrong to be so positive I'd win, she decided. *But God gave me a better prize. He gave me a wonderful new friend.* Smiling, Penny began to skip.

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by Bill Krutza

EVERYONE likes to watch fire. Flames dart around logs in a fireplace. A candle's light flickers. A building burns, sending clouds of smoke into the sky. Fire is one of God's wonders that can be either friend or foe.

Most homes are heated by fire. The bright blue flame on a gas stove burner

cooks family food. If you've been camping, you've probably used a flame-lit gasoline lantern.

Fire in a steel mill melts iron ore. In a ship it heats water to produce steam to turn the propellers. In an incinerator it burns garbage. In a plastics factory it heats and blends chemicals.

You can think of hundreds of ways fire helps man. But it can also be his enemy—when it burns down houses, when an explosion destroys a factory, when fire sweeps a forest. No matter how

many fire-fighting methods man invents, he still can't fully control fire's destructive power.

Man has always wondered about fire. Probably his first experience with it came when lightning bolts struck and set trees ablaze. Volcanoes erupted, burning everything down a mountainside. Peat bogs started to burn by themselves (spontaneous combustion.) Man probably watched fire destroy things around him and was terrified.

Ancient people often worshiped fire as a god. Because they couldn't handle it and it disappeared, they thought it was spirit.

MAY 14, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

JIMMY AND THE GREEN-EYED MONSTER

A FICTION STORY
by Beryl Holgren

JIMMY RUNNING COYOTE sat on the doorstep with his chin on his knees. Nearby, his mother was hanging up the wash. Around her played Jimmy's younger sisters and brothers. Jimmy scowled as Leon Wells sailed by on a shiny new blue bike. "He can afford it!" Jimmy muttered.

Leon's father taught at the Indian mission school. He was the only white boy enrolled. Though Jimmy had recently accepted Jesus, his heart was not always filled with love. "I hate Leon!" he cried. "He thinks he's a big wheel."

"What kind of talk is that?" asked his mother. "What does a 10-year-old boy know of hate?"

"I know about hate. Leon thinks he's smart on his new bike. Did you see how he rode by here? He wants to make me feel bad."

"The green-eyed monster has you!" answered his mother. "You are jealous, Jimmy. Have you already forgotten our verse in church yesterday, 'For where jealousy and selfish ambition exist, there is disorder and every evil thing' "? (James 3:16, NASB)

Jimmy stood up. "I wouldn't have a silly old bike," he said, ignoring his mother's words. "I'll go ride my horse. Leon says she a crummy old nag. He is jealous."

"You are both foolish," said his mother. Then she added with a look of worry, "Jimmy, be careful now. Wilson's big bull may be out, and he's mean."

"I'll keep a lookout," he promised, taking a bridle from the fence. He walked to the nearby pasture where his small buckskin mare, Maria, grazed. She was a sturdy, sure-footed little cayuse, prairie bred. Jimmy put the bridle on her, then hopped up on her bare back. They flew off across the prairie, Jimmy's bare feet bouncing against her flanks.

Before now Jimmy had liked the sound of the mare's hooves and meadowlarks' songs. Today, everything was spoiled by show-off Leon. Jimmy hardly saw the ranches or herds of cattle. He forgot his mother's warning about the bull and God's warning about jealousy. He could think only of Leon and his new bike. He hated Leon.

Suddenly Leon was pedaling toward him like a blue streak. Jimmy's lip curled. "Fink," he growled

continued on page 2

Merry

A man was walking down the street in New York City, carrying a violin. Finally he asked an old man how to get to the Kennedy Center. The old man leaned over and said, "Practice, practice, practice."

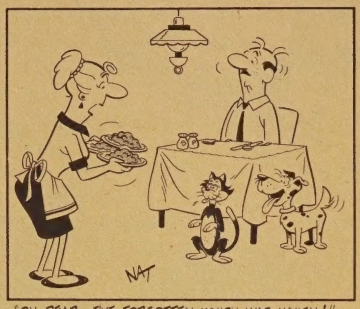
In Bible times, what did people use in order to do arithmetic?
answer: The Lord told them to multiply on the face of the earth.

Joe went out and bought a piano. He took it home to his third floor apartment and played away on it.

The janitor kept pounding on the heating pipes to get Joe's attention, but Joe wouldn't stop playing the piano.

Finally the janitor went upstairs and said, "Joe, do you know there's a fellow sick on the first floor?"

Joe looked at him and said, "I'm not sure, but I can try playing it."



"OH, DEAR...I'VE FORGOTTEN WHICH WAS WHICH!"

continued from page 1

to himself.

Then he heard a sound that chilled his blood. Wilson's bull! And there he was, a huge black Angus, coming out of the willows behind Leon. The bull roared and shook his big head in fury. Leon could never get away on a bike.

For a moment Jimmy sat frozen. He could get away because Maria was fast. But Leon! His jealously dissolved. "I can't leave Leon," he decided. "An Indian brave does not run from danger."

He dug Maria in the ribs and rode recklessly between Leon and the bull. The bull took after him. "Leon, go to that old barn! Hurry! Climb up on the roof," he yelled.

But when Leon tried to turn his bike, he hit a hole and was flung to the ground. He screamed in terror as he scrambled to his feet.

"Run, run to the barn," Jimmy repeated, racing Maria ahead of the bull. His heart beat like the wings of a hawk. He had never been so scared in his life. "Hi-yah! Hi-yah!" Jimmy yelled. He rode low over Maria's neck and circled around the angry bull.

Finally Leon reached the barn, shinnied up a corner, and climbed safely to the roof.

The bull charged Maria several times, just missing her. Maria snorted. She was scared and breathing fast. Jimmy tried to get away. He whirled Maria around but the bull charged again and struck her in the hip. Maria screamed with pain and Jimmy thought, "It's all over." But a tumbleweed flew out in front of the bull and stopped him for an instant.

In that flash, Jimmy headed the pony toward the barn. The bull charged after him, so Jimmy circled the barn once to confuse the nearsighted beast. Then he slowed Maria and hopped from her back, clutching at a log.

"Hi-yah, hi-yah!" he cried to her as he scrambled to the roof. Once up there beside Leon, he watched as the mare flew across the prairie to safety.

The bull pawed the ground below them and bellowed with anger. Leon, dirty and white-faced, said weakly, "I prayed for you. I was afraid you wouldn't make it. You must have been awful scared."

"Indians aren't afraid," Jimmy lied. But he was pleased that the white boy had prayed for him.

"You saved my life," Leon said. "Thanks. I thought I was a goner."

"Same here," Jimmy admitted.

They felt a jolt as the bull hit the log barn. Leon's eyes opened wide with new terror. "Can he knock the barn down?" he gasped.

"No!" scoffed Jimmy, who wasn't sure at all. "When he's tired he will scram." And it was true. The bull did tire and went off to graze. Only now and then would he kick up the dust and bellow.

"We could be here all night," Leon said. He sounded worried.

"Maria will go home and my folks will come looking for me," Jimmy assured him. "Look!" he pointed. "The bull is leaving us."

They sat stiff as statues, watching the bull trot off. In no time, he was a black dot on the horizon. "Let's get down and away from here, quick," said Leon. "We can ride double on my bike. If we keep near the fence, we can crawl under if he comes after us again."

"OK," Jimmy agreed. They hurried, half-sliding down the logs. They kept a wary lookout for the bull as they raced to the bike.

Leon got on the seat and Jimmy rode the handlebars. Leon pedaled fast. Halfway, he said, "Jimmy, want to pedal awhile? I'm tired."

"Sure!" Jimmy cried, grinning.

"Jimmy," Leon called back after they changed places, "could I ride Maria some day?"

"Of course!" yelled Jimmy, pedaling like mad. "Come over tomorrow and ride her all day."

"And you can ride my bike," Leon shouted.

"I've always wanted a bike," said Jimmy happily. He felt good now. Where was that green-eyed monster his mother talked about? Jealousy was gone and joy filled Jimmy's heart again. Yippee!

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COUNSELOR

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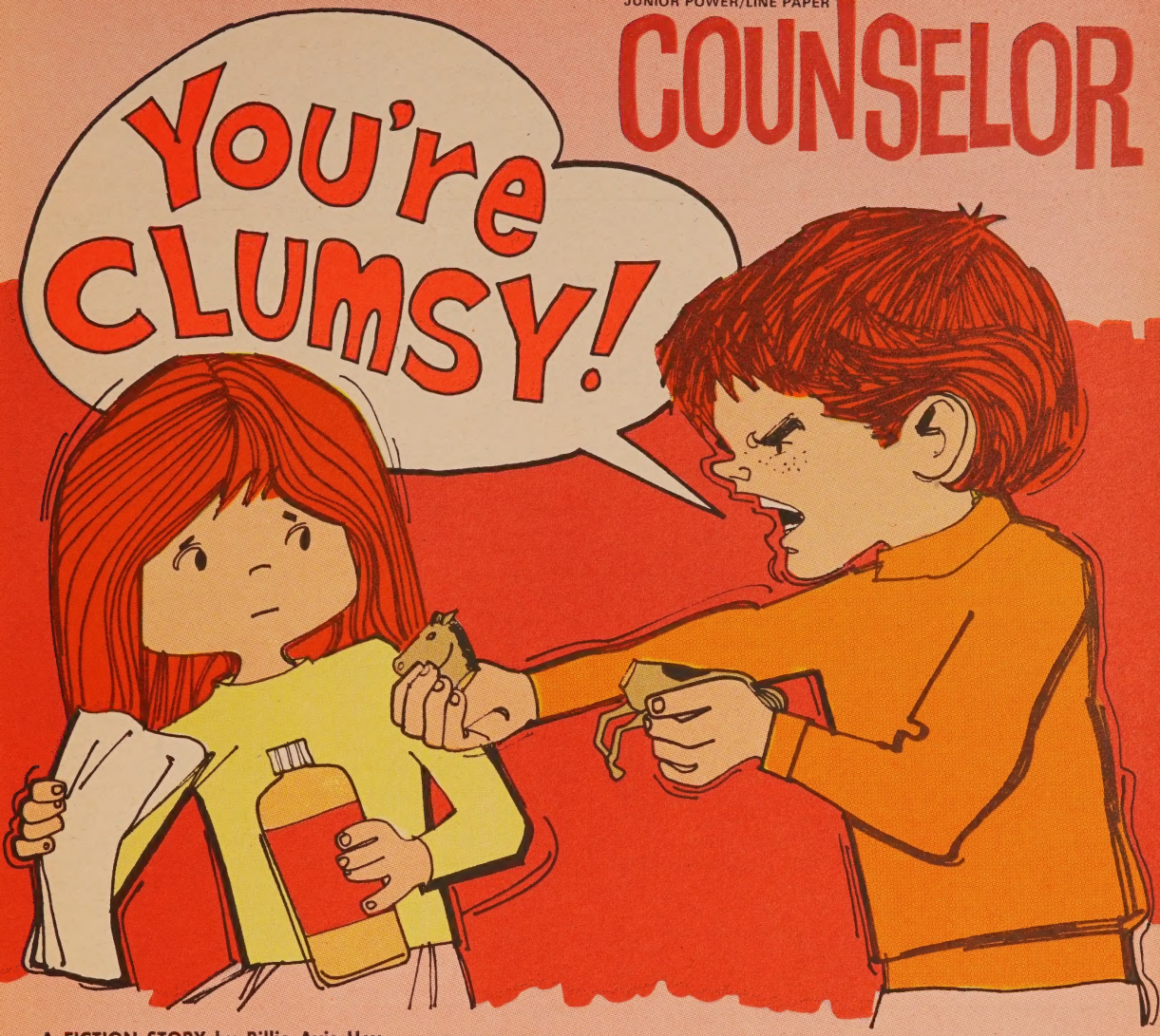
MAY 21, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

You're CLUMSY!



A FICTION STORY by Billie Avis Hoy

FOR THREE whole months 11-year-old Ralph had saved his allowance. He had used his old knife with the broken blade at camp. He had stayed home from the zoo the day Steve and Joe had asked him to go. Finally he had saved enough to buy the prancing china horse for his collection of miniatures.

Now that precious little horse lay shattered at his feet.

"Oh, Ralph, I'm sorry!" his sister Judy wailed. She was two years younger and had been dusting his room. "It was an accident. Honest it was!"

Ralph ignored her pleading eyes. "You're clumsy! And stupid! Now get out of my room!" he ordered. "I didn't ask you to dust. I told you girls weren't allowed."

"But I wanted to help Mother," she cried.

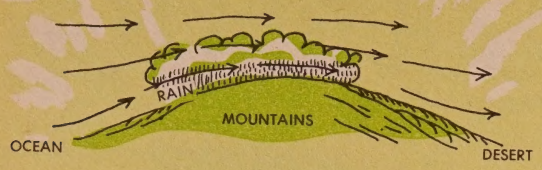
"Big help, smashing a fellow's stuff. Guess you know that horse can't be replaced. Mr. Dickerson at the hobby shop said it was the only one he could get." Ralph pushed Judy into the hall and slammed his door.

He turned and dropped to his knees and picked up the pieces. The rest of the afternoon he tried to glue them together again, but the horse was ruined. Chips and scars spoiled its smooth finish.

"The prettiest and most expensive horse in my collection!" he muttered.

continued on page 3

Wind rises to go over mountains and cools as it goes up. Rain results. The air is warmed as it flows down the backside of the mountain and it picks up water.



what makes it RAIN

with Donald C. Boardman, Ph.D.

"IT'S easy to get angry when rain spoils your plans. And it's easy to take rain for granted. But we should thank God for it.

Have you ever wondered where rain comes from or what makes it rain?

The oceans are our largest source of rain water. Moist land is another source. Warm air "soaks up" moisture from the ocean and wet land by the process of *evaporation.*

Perhaps you've noticed that after rain on a hot day the streets and sidewalks dry quickly. The water has evaporated or changed into *vapor.*

Warm air can hold a lot more moisture than cool air. But when warm air cools, the water that changed into invisible vapor changes back to a form of water you can see. The visible form, when close to earth, is called fog. When high in the air, it forms *clouds.*

Fog and clouds are made of tiny, light water particles that drift in moving air. When clouds are cooled by falling temperatures, the particles of water band together, forming drops. When those drops get too heavy to stay up, they fall as rain.

Two situations commonly cool the air. The first one depends on the fact that air cools as it rises. For instance, it rains more on the western side of the Cascade Mountains than on the eastern side. The air blows onto the land from the Pacific Ocean. It sweeps up the mountain range, cooling off as it rises. Then it turns to rain before crossing the mountains. That's why part of the state of Washington has so much rain.

On the other side of the mountain, the dry air flows onto the plains. It warms, then sucks up moisture from the land, causing desert conditions. Thus there are deserts and desert-like areas in eastern Washington, Oregon, and California as well as in Nevada, Utah, and Arizona.

The second way warm air is cooled is by coming in contact with a cold air mass. Cold air may travel from the poles as a huge puff, miles in diameter. As it heads toward warmer areas, it meets warm air coming from the equator. The warm air is forced up by the cold air. As the warm air rises, it forms clouds, then drops as rain. This is the usual reason for storms and rain in the Midwest.

The process sounds simple. However, there are many things that change and vary the normal weather pattern, as any *meteorologist* knows. (That's a weather scientist.) So there are times when you can't rely on weather reports.

Just the same, let's thank God for His rain. Psalm 147:7-8 says, "Sing unto the Lord with thanksgiving; sing praise upon the harp unto our God: Who covereth the heaven with clouds, who prepareth rain for the earth, who maketh grass to grow upon the mountains."

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MAY 28, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

HOW I EARNED MONEY FOR CAMP

A FICTION STORY
by Alan Cliburn

I WAS supposed to be doing my homework. However, I was really thinking about how great Bible camp would be, when the phone rang. Since I have a teenage sister, it rings all the time. I didn't pay any attention until Mama mentioned my name.

"Richard is very reliable," I heard her say.

My ears shot up like antennae.

"He's in the sixth grade now, you know," she went on.

Who wants to know what grade I'm in? I wondered as I walked into the hall.

"Oh, yes," Mama continued, smiling at me, "Richard *loves* children!"

I shrugged. Kids were OK, if they didn't get in the way. Or cry.

"Fine," Mama said into the telephone. "He'll be there. Good-bye."

"I'll be where?" I wanted to know when Mama hung up.

"That was Mrs. Hendrix," she answered. "She wants you to baby-sit for little Philip Saturday."

"Baby-sit?" I echoed. "Me? Oh, no!"

"Well, she really wanted Sheryl," Mom admitted, "but your sister already has plans—"

"Maybe I have plans too," I interrupted.

"I thought you wanted to go to Bible camp," Mama said. "You know Dad wants you to earn part of the money yourself."

I had forgotten that. "I'll do it!" I announced.

They had been talking about Bible camp at church for a long time. The activities planned were great: water skiing, swimming, all kinds of sports, and good food. All my friends at church were going and I didn't want to miss it.

I got to the Hendrix' house at 9 A.M. sharp, Saturday.

"Philip has had his breakfast and is playing in his room," Mrs. Hendrix told me. "I think he'll be all right until I get back at noon."

Man, what an easy way to earn money for camp! I thought to myself.

"And, Richard, it's such a nice day. Please take Philip for a walk in his stroller," she said. "Once around the block should do it. I'll show you where everything is now."

The idea of pushing a baby around the block didn't appeal to me, but it sounded easy enough and shouldn't take long.

Or so I thought. Just getting Philip ready to go was a job. He seemed to think it was a game.

"Come on, Phil, lie still!" I ordered.

He laughed and cooed and wiggled

continued on page 3

Tennis Champ

A TRUE STORY
by Mary Louise Kitsen

WHEN I was 10 years old my aunt and uncle gave me a special gift for my birthday—a certificate for tennis lessons through the summer.

I was thrilled! I loved watching people play tennis at the country club near my home. My aunt and uncle knew this and decided that lessons at the club would be healthy exercise as well as fun for me.

At first that's exactly what my tennis lessons were—good exercise and wholesome fun. But then the situation started to change.

It turned out that I was a better tennis player than anyone in my family had expected me to be. My teacher was surprised and pleased at the way I took to the game.

I began daydreaming about a tennis career. I even dropped other activities to spend more time with tennis. I did not understand that while I was much better at tennis than most youngsters my age, I certainly was not gifted.

When school started, the tennis courts closed for the season. (When I was a girl, there were no indoor courts near us.) My parents used that time to talk with me about my attitude toward tennis and why they felt that professional tennis would be a mistake for me.

I was getting unbearably proud of my ability even though my instructor had explained that while I was better than average, I was not professional material. Even my pastor talked to me.

I thought they were all mean. But the whole subject was more or less dropped as I became involved in school activities and there was no opportunity to play tennis during the winter.

"Grandma Wright would like to have you spend the summer with her," Mom told me the next spring. Grandma lived on a farm in Kansas. I always spent part of the summer there, usually about two weeks. I loved the flat fields of waving wheat and the warm sunshine. But I didn't want to go that summer. I wanted to play tennis.

I expected a big fuss, but I was happily surprised. My parents usually put down a firm foot when they thought something wasn't good for me. But that summer they let me play tennis all I wanted.

"They decided to let you learn the hard way," my teenage cousin Frank said.

"You're just jealous because I'm going to be famous someday," I told him.

As I look back, I realize what my friends must have thought of me. I was always showing off, talking about my skill on the tennis court and how important I would be someday. It never occurred to me that I wasn't enjoying tennis anymore. All I could think of was improving my game and winning.

Then a new girl in town, Becky, started taking lessons at the country club. And to my dismay, she also turned out to be a very good tennis player.

How well I remember Becky. She was in my class at school, and she attended the same Sunday School. Becky was a friendly, happy girl. She was easy to get along with and could be counted on if you needed a favor. She was just plain nice.

I couldn't understand the way she acted about tennis. She didn't seem upset if she didn't win a match. She just loved playing. I was sure that, nice as she was, she would never amount to anything because she didn't have what my grandpa called "get up and go."

One day I decided to challenge her to a match to decide the "champion" tennis player of our school. I got some other tennis players interested and we talked the instructor into setting up the competition.

Becky didn't seem to really like the idea. I decided that was because she knew I'd beat her. In the end, because most of the kids wanted to see this competition, Becky agreed to take part.

Several players competed, but just as I expected, it came down to Becky and me. We both played hard. Those watching us cheered and yelled.

And I won—my very first competition! I was so excited as I stood there waiting for everyone to congratulate.

But something happened! The kids all crowded around Becky and told her how sorry they were she lost! She got far more attention than I did! I couldn't understand it.

I walked over to another classmate, a boy named Milton who was well-known for saying whatever he thought. "Milton," I asked, "why are most of the kids fussing over Becky when I'm the one who won?"

Milton lived up to his reputation. "Because Becky's nice and you're a pain," he said bluntly.

I wasn't hungry that evening. My parents weren't surprised. "I'm sorry you had such a bad day, honey," my dad said.

Yes, he was right. I had won but it had still turned out to be a bad day.

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"Milton said I was a pain," I told my parents, the tears stinging my eyes. "And, Mom, Dad, the worst of it is I know now that he's right. I've been a real pain to everyone. I want to go to Kansas for the rest of the summer."

"That would be a mistake now," Mom said. "You've got some fence-mending to do right here in Connecticut."

The next morning at Sunday School, Becky hurried toward me. "I was so worried that you wouldn't come," she said. "Everything went wrong yesterday. Not because I lost, but the kids should have congratulated you. You won, fair and square. You're a good sport."

I stared at her, amazed. She was really concerned about me. The words of my four-year-old neighbor, Ricky, came to mind then. One Sunday he had said, "Becky is a real Jesus girl."

I took Becky's hand. "You're the good sport, Becky. But with Jesus' help, I'm going to be a good sport too. Not just when I play tennis but all the time."

I continued to play tennis. Occasionally I'd slip into my old bad attitude and God would remind me that I was playing for fun and good exercise.

I never became a professional or even a recognized amateur tennis player. I was just a girl who played a good game of tennis and enjoyed it. In fact, I still do!

How I Earned Money for Camp
continued from page 1

around and didn't help at all. I began to understand why Sheryl was sometimes so tired when she came home from baby-sitting.

Before I took Philip outside, I ran out to the street and looked both ways. Nothing against Philip, but I didn't want my friends to know I was baby-sitting. It was a small block. I figured I could make the round trip without running into anyone I knew.

I was doing pretty well—and walking fast—until Philip decided he wanted to see some flowers up close.

"Pret-ty!" he exclaimed.

"Very pretty," I agreed, starting to move on.

Well, that kid screamed his head off, so I backed up and let him see the flowers again.

Every time I started to move away, he began to cry or scream or both. I didn't know what to do, but I knew I couldn't spend the whole morning there.

After about the fourth scream, a lady came out of the house, picked one of the flowers and handed it to Philip. He held onto it tightly and settled down. The flower didn't look so great after a while, but Philip didn't seem to care.

We were on the home stretch, back to the Hendrixes' house, when a familiar form appeared on the sidewalk in front of me. Without seeing his face, I knew it was Mitch Jackson from school.

Mitch was ahead of us, walking in the same direction, so I stopped. Mitch and I were good friends, but I didn't want him to see me with baby Philip.

I forgot to mention that Mitch is the biggest boy in my class and he's good at practically everything. I had invited him to church lots of times, but he never came. He didn't seem interested in camp, either. I was pretty sure he had never received Jesus as his Saviour.

I stood there, letting Mitch get farther and farther away. I was sure he'd never find out that I was baby-sitting. Then Philip let out a scream. He had dropped his precious flower.

Naturally Mitch heard the scream and turned around. When he saw me, he jogged back to the stroller and looked at Philip and his dumb flower.

"Hey, that's the Hendrix kid!" Mitch said. "What are you doing with him, Rich?"

My face grew hot. "I-uh-I'm baby-sitting," I told him.

Man, I thought Mitch was going to laugh his head off. "Baby-sitting!" he hooted. "That's a girl's job!"

"My sister was busy," I said. "Besides, I need the money."

He stopped laughing. "I'd really have to need cash pretty bad before I'd take care of some kid."

"I need the money for Bible camp," I replied. "It's just two weeks away and I wouldn't miss it for anything." I started listing some of the activities.

"Wait till the guys at school hear you're a baby-sitter!" Mitch interrupted. "Well, I have to go. See you at school on Monday."

I took Philip home and the rest of the morning was all right, I guess, but I didn't feel so great. My Sunday School teacher was always telling us we should be good witnesses for Jesus to our friends. Now Mitch was going to spread the story about me baby-sitting all over school. How could I be a good witness with everybody laughing at me?

Mama was smiling when I got home. "Mrs. Hendrix just called," she said. "She was so pleased with your baby-sitting this morning that she'd like to have you back again Monday afternoon. She has a dental appointment."

"Thanks," I replied. "But no thanks."

"Why not?" Mama asked.

I was going to tell her, when the phone rang. It was Mitch!

"Maybe your camp won't be so bad after all," he said.

I stared at the phone. I could hardly believe my ears! "No, it'll be great," I agreed. "How come you changed your mind?"

"Well, I figured that if it was special enough to make a guy like you baby-sit to earn money, it must be pretty good," he said.

"Right," I told him. "You'll like it a lot."

"I'll see you, Rich," he said. Then he hung up.

Mitch was going to camp! He'd have a great time, but he'd also hear about Jesus. And all because of Philip and that flower!

"Mama, would you call Mrs. Hendrix for me, please?" I asked. "I'll be able to baby-sit on Monday, after all!"

TRUE ADVENTURES

drawn by Berthold Tiedemann

A DOLL FOR JOSIE

by IRENE AIKEN

JOSIE, A 10-YEAR-OLD NAVAJO INDIAN GIRL, SITS AND PLAYS WITH HER ONLY DOLL, ONE SHE HAS MADE FROM A CORN COB. HER FATHER WORKS FAR AWAY IN A BIG CITY. SOMETIMES HE SENDS MONEY HOME -- OR A GIFT TO HER BROTHER. BEING A GIRL, JOSIE GETS NO GIFTS. SUDDENLY SHE HEARS THE ROAR OF AN ENGINE . . .

JOSIE WATCHES AS MR. TAYLOR, THE MISSIONARY, HANDS OUT BLUE JEANS, SHIRTS, COATS, AND SWEATERS -- ALL CLEANED AND PRESSED. AT THE BOTTOM OF THE BOX ARE SOME DRESSES.

AND IN GREENVILLE, TEXAS . . .

You're Clumsy
continued from page 1

He wouldn't speak to Judy at supper and refused to play with her the next day.

Two days later he found another prancing china horse in his collection. It was almost identical to the broken one. He guessed that Judy had put it there.

"Thinks she can get me to forgive her with that cheap ugly thing, does she!" he snapped, carrying it across the hall to Judy's room.

He set the horse down on her dresser and looked at it a long minute. It was graceful and lifelike with its flowing mane and proud head. He knew Judy must have used all of her birthday money to buy it. She'd been saving a long time for a new Bible. "But this horse didn't cost as much as the one she broke," he grumbled. "She doesn't have that much money. It's ugly," he repeated and slammed her door as hard a he could.

A crash rooted him to the floor. Slowly he turned and looked down the hall. The picture Uncle Dave had sent from Japan had fallen onto his mother's desk in the hall. He hurried and picked it up.

To his horror, he saw that the silk painting had fallen on a pen in a holder. The pen had slashed through the lovely birds, painted on the silk.

"Maybe I can have the silk mended," Ralph thought hopefully. Uncle Dave had said a famous Japanese artist painted the picture. He received as much as $500 for some of his paintings. Ralph wondered if this picture had cost that much.

"What will Mother say?" he worried. He remembered how she had warned him about slamming doors. He hadn't thought it would jar a picture off the wall. He swallowed hard and dug the Scotch tape out of the desk. Maybe he could patch it so the tear wouldn't show.

Just then the front door opened and he heard his mother come in, then go to the kitchen. His heart raced. Quickly he turned the picture over and laid a strip of tape on it.

"Ralph, what are you doing with my picture?" He hadn't heard his mother come up behind him.

"I—it fell, Mom," he stammered.

"But how?" Mother questioned. "I thought it was up there safely."

"I—I slammed Judy's door," he admitted, hanging his head. "I'm awfully sorry, really I am."

"But what were you doing in Judy's room?" she asked.

"She gave me another china horse. I was giving it back," he said.

Mother sat down on the desk chair and pulled Ralph to her. "It's too bad about your pretty miniature," she comforted. "You worked hard and sacrificed to buy it. Everyone is sorry it got broken, Judy most of all. But you haven't forgiven her. Do you think I should forgive you?"

Ralph studied the scuffed toes of his sneakers. "I know just how she feels now. I sure wish I'd been nice to her," he admitted.

"It isn't too late," Mother reminded him, taking a New Testament out of the desk drawer. "One time Jesus told a story about forgiving. A servant begged his king to forgive him a huge debt. The king did so. But then the servant went out and had a fellow servant put in prison for owing him a small debt." She leafed through the New Testament until she found Matthew 18.

"I know the story," Ralph admitted, taking the Book.

"How does it end?" Mother asked.

"Well, someone told the king what happened so he had the first servant thrown in jail. We had the story in Bible School. I thought I knew it well but I guess I didn't know it enough to live it."

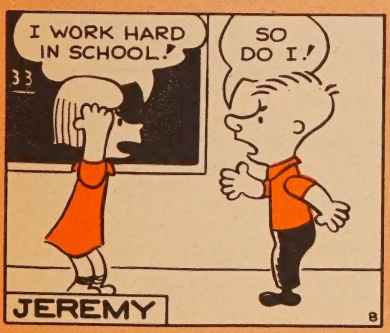
He raised miserable eyes to his mother. "I guess I'm like the mean servant. I'll read the story again, but first I'm going to get the china horse from Judy's room. It's really a cool miniature. I'll tell her so. And I'll tell her I forgive her for breaking the other one."

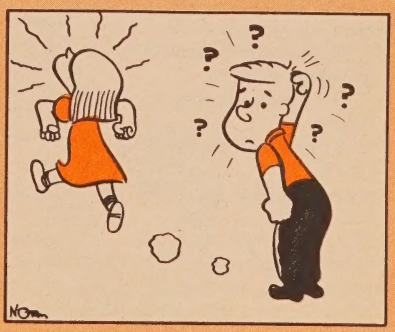
"And I forgive you for ruining my picture," Mother assured him.

Ralph carried the new china horse to his room and placed it on the shelf with his collection. Yes, he decided, it was every bit as nice as the first one.

Then he knelt by his bed and thanked God for a mother who understood and didn't just scream. "And, dear God, help me to forgive others like You want me to. Help me to control my temper so I won't slam doors. In Jesus' name. Amen."

Then he hurried out to find Judy. He felt so good, knowing God had forgiven him. He wanted to share the good feeling with Judy as quickly as possible.





TRUE ADVENTURES

drawn by Berthold Tiedemann

OUR FRIEND WOLF

by PAULINE STEELE

Poems & Rimes

MY THOUGHTS

We should love Jesus and follow His way,
And live much better for Him each day.
Thank Him, love Him, pray to Him too,
All of these things are good to do.
Be kind to your enemies, though it is hard,
And remember the sick with a get-well card.
God likes us to be kind to one another.
This even includes a sister or brother.
Obey your parents and do all these things,
You'll soon find the joy obedience brings!

Lynette Nannenga, 10, Rensselaer, Indiana

GOD'S LOVE

God's love is my love and God's love is kind.
God's time is my time and God's time is thine.
God's house is my house to worship in and love.
For Jesus is praying in heaven above.
God's Word is my Word to love and impart.
God's love is my love that grows in my heart.

Patricia Todd, 11, Anderson, South Carolina

OF RAIN AND BIRDS

Rain,
Soft pattering,
Entrance of spring,
Keeping life from thirsting.
Water
Birds,
Light flyers,
Helping one another.
I love all birds,
Beauty.

Sheri Nystrom, 10, St. Charles, Illinois

GOD IS THERE

God is there when you're feeling alone;
He's there when you're far, far from home
He hears you when you cry or sigh.
He even hears you when you lie.
He hears you when you pray each day;
If He's in your heart, He's there to stay.
Even though He sees your sin,
He'll come to your heart, if you'll let Him in.

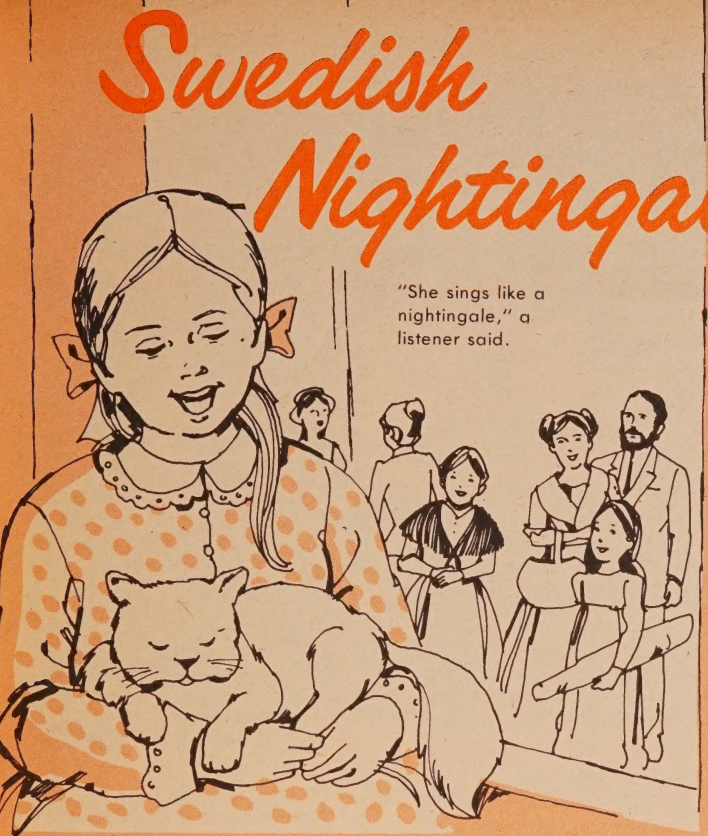
Lynette Nannenga, 10, Rensselaer, Indiana

MY WONDERFUL GOD

I stop to think about my wonderful, wonderful God—
about His wonderful works.
I look around and everywhere are God's beautiful creations—
the snowflake on my hand,
the rocky mountain ledge,
the little animals He made.
They're all different.
No two are exactly the same.
So praise the Lord!
Praise His holy name!

Tammy Newton, 11, Yorkshire New York

Swedish Nightingale



"She sings like a nightingale," a listener said.

A TRUE STORY
by Josephine Bulifant

JENNY LIND sat at the window, singing to her pet cat. The window faced a busy street in the city of Stockholm, Sweden. Many people passing by paused to listen to her lovely voice, but she did not notice.

"She sings like the nightingale," a listener said. (The nightingale is known for its unusual musical ability—its variations and high sweet notes.)

Suddenly Jenny looked out and saw a servant girl staring at her with her mouth open wide. Jenny noticed then that others had stopped and were staring too.

Embarassed, Jenny turned away and spoke to her cat. "Why do people stare at me so, Kitty?" she asked. "You're not rude like that." The polite cat purred, curled up, and fell asleep.

Jenny lived with her grandmother and older half sister Amelia. Their mother lived and worked in their home village some distance away. She was too poor to have the girls with her. Jenny was nine and the year was 1829.

Her best friend was *Bestmoder*. That's Swedish for grandmother. One day when she was only three her grandmother had found her hiding under the piano. She had been picking out tunes on it after hearing soldiers march by to a rousing band number. She was afraid *Bestmoder* would scold.

But *Bestmoder* had been amazed and told Jenny she could pick out tunes on the piano whenever she wanted to. She also encouraged Jenny to sing. "God has given you a wonderful gift, child," she told her. "Sing to praise Him."

The servant girl who had heard Jenny sing at the window hurried home and told her mistress about the little girl. "I'm sure no child ever lived who had so sweet a voice!" she exclaimed.

"I'd like to hear her myself," the lady said. (She was *Mademoiselle* Lundberg, a singer in the Royal Opera.) "Take this note to the child's house."

Bestmoder was surprised when she read the note inviting Jenny to come and sing for the opera star. She wrote to Jenny's mother and asked her to come and take Jenny to see *Mademoiselle*.

Jenny was excited. She loved to sing for anybody. She was a plain girl but had lovely golden hair. She brushed it till it shone and wore her best dress.

Mademoiselle Lundberg was very kind and made Jenny and her mother feel at home. Jenny's heart overflowed with joy when she was asked to sing.

As the lady listened, tears came to her eyes. "Wonderful!" she exclaimed, smiling. "Mrs. Lind, your child is a genius. You must have her educated for the stage."

"Not for the stage!" Mrs. Lind objected. "I fear that such a life would harm my daughter. I want her to grow up loving the Saviour."

"Then she must have a good voice teacher," the lady said.

"I can't afford to give her a musical education," Mrs. Lind said sadly. "I've often wished I could."

"Then I will send you to my friend Herr Croelius. He's a singing master and Court Secretary."

Herr Croelius smiled at the plain little girl who had come with her mother to sing for him. He gave her a sheet of music.

Jenny saw that it was familiar and threw back her head and sang right from her heart. As she sang, her face became beautiful and the man's heart was touched.

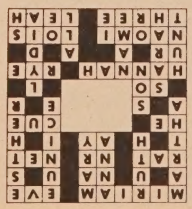
"I must take her to Count Puke, head of the Royal Theatre, and tell him what a treasure I have found," the duke told Mrs. Lind.

The busy count was impatient. "She's too young. I don't have time to hear her," he said.

"If you refuse, I will teach her myself and someday she will astonish you!" said Herr Croelius.

The count was surprised at this out-

continued on page 4



solution to page 4 puzzle

continued from page 3

burst and agreed to listen. After Jenny had sung, he said, "Jenny is no ordinary child. I will enroll her in the King's School of Music. All expenses will be paid and she'll have the best training."

Mrs. Lind consented, then went home to share the news with *Bestmoder*. "O Mother," she said, "I hope I have done the right thing. I hope I am not sending my child into a life of worldliness and sin."

Bestmoder looked up and murmured, "I shall ask God's protection upon her each night, and God will keep her from all harm."

Jenny studied 11 years in the King's School, living in an apartment with her mother who boarded other students. *Bestmoder* did not live to see Jenny become a famous artist-singer. But God answered her faithful prayers. Fame came early but did not spoil this sweet Christian girl. She sang publicly for the first time when only 18 and all Sweden loved her.

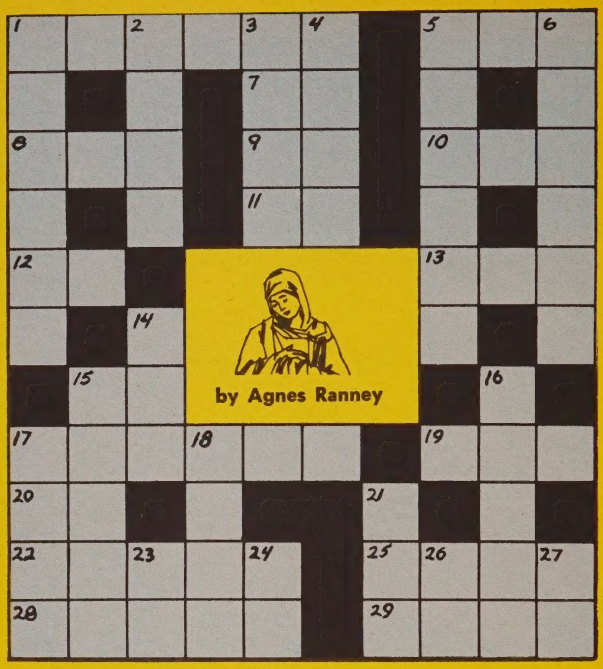
She studied a year under a great teacher in Paris, then sang opera all over Europe and England. When she was 30, Jenny had a great spiritual encounter with the Lord Jesus Christ. She gave up opera and gave concerts instead, singing with Otto Goldschmidt as her accompanist. She married him in 1852.

They travelled to England and the U.S.A., giving concerts in churches and concert halls. Her favorite song was "I Know that My Redeemer liveth" from the Messiah.

No matter how famous Jenny became she never grew proud. She would sing as gladly for one sick person as for thousands. Much of her earnings was given to Christian work to help the poor. She started a school for underprivileged girls so they could have an education and Christian training.

Jenny, the Swedish Nightingale, gave her last concert in 1883, when she was 63 years old. After that she taught for three years in the Royal College of Music in London.

God allowed her to live long enough to hold her own grandchildren in her arms and teach them about the Bible and her Saviour as *Bestmoder* had taught her.



BIBLE WOMEN CROSSWORD

solution on page 3

across

1. Moses' sister (Num. 26:59)
5. The first woman (Gen. 3:20)
7. North America (abbr.)
8. Gnawing animal
9. First letter of each word—now read
10. Device for catching fish (Luke 5:5)
11. Last two letters of the word—today
12. Masculine pronoun
13. Hint for the next person who is to follow in a play or program
15. South (abbr.)
17. Mother of Samuel (1 Sam. 1:20)
19. A food grain used in a dark bread
20. The land Abram left (Gen. 11:31)
21. First letter of the alphabet
22. Mother-in-law of Ruth (Ruth 1:8)
25. A godly grandmother (2 Tim. 1:5)
28. "Trinity" indicates the number _____
29. Jacob's first wife (Gen. 29:25)

down

1. One of the sisters of Lazarus (John 11: 1-2)
2. A woman devoted to her mother-in-law (Ruth 1:16)
3. A prophetess who saw the Baby Jesus in the Temple (Luke 2:36-38)
4. The mother of the Lord Jesus (Matt. 1:18)
5. Timothy's faithful mother, _____ (2 Tim. 1:5)
6. Her bravery saved Israel from destruction; an Old Testament book bears her name.
14. Jesus is the _____ of God (John 1: 48, 49)
15. The mother of Isaac (Gen. 17:19)
16. This woman, a seller of cloth, was led to the Lord by Paul (Acts 16:14).
17. Search for game—Nimrod liked to do it (Gen. 10:9)
18. "At the _____ of Jesus every knee shall bow" (Phil. 2:10).
21. "_____ have sinned" (Rom. 3:23).
23. Either this _____ that
26. Old English (abbr.)
27. Hush! (Also the abbr. for the word sheep)

EXPLORING GOD'S WONDERS

fire—friend and foe

According to a Greek legend, Prometheus stole fire from Zeus, the god of heaven. Pagans often danced around their altars while carrying torches.

We do not know when man first began to use fire. Perhaps God gave directions on the use of fire to one of Adam's descendants. When man learned that he could use fire, it changed his life. He found he could heat his body on cold days or light up dark places. He could use it to cook his food or harden clay pots so they'd hold water.

Early scientists, such as George Stahl, in 1703, called fire a substance. He labeled it phlogiston. He said that wood had a lot of phlogiston in it. It escaped when the wood burned. Since water would not burn, it contained no phlogiston.

In 1777, French scientist Antoine Lavoisier said fire was a process, not a substance. He said that the process was one of combining substances with oxygen. In the process, heat and light were produced. He believed that oxygen was always needed.

Modern scientists have discovered that some chemicals burn when oxygen isn't present. Hydrogen will burn in chorine or fluorine—and produce a deadly gas. But ordinary combustion is a fast chemical reaction with oxygen. The substance changes to a gas and then combines with the oxygen. Light and heat are produced.

Things burn if they combine with oxygen when heat is added. Paper, wood, and gasoline do not have all the oxygen they can hold, so they will burn in air and take on more oxygen. Water has all the oxygen it can hold. So does asbestos. They won't burn.

Things burst into flame when they reach what is called their *kindling point.* Things with low kindling points burn quickly. Alcohol has low kindling point. Iron has a high one. When a substance burns superfast, we call it an explosion.

In order to produce fire, you need three things then: fuel, oxygen, and heat. Heat a piece of paper to its kindling point and it will burst into flames. To put a fire out, simply remove either the fuel, oxygen, or heat. Spraying water on paper fire will take away the heat and put the fire out. Smothering a fire with dirt or a blanket or a lid, gets rid of the oxygen.

The Bible talks a lot about fire. A pillar of fire guided the Israelites in the time of Moses. Priests put fire on the altar to burn up sacrifices. Elijah called upon God to send fire to burn up everything on his water-soaked altar—to show Israel that God was real.

Hell is referred to as a place of everlasting fire (Rev. 20:10, 14). And in talking about what one person's tongue can do when saying nasty words, James says, "How great a matter a little fire kindleth" (James 3:5). Peter says that a day will come when "the heavens being on fire shall be dissolved" (2 Peter 3:12).

Fire—it's both friend and foe. Treat it with respect.

New Testament Puzzle

In this puzzle about New Testament people see if you can fill in the blanks by using the hints below.

_ _ _ _ _ _ N
_ E _ _ _
_ _ _ _ _ _ W

_ _ _ T _ _ _
_ E _ _ _
_ _ _ _ _ _ S
_ _ _ T _ _
_ A _ _
_ _ _ M _ _ _ _ _
_ _ _ E
_ _ _ _ _ _ _ N _
_ _ _ _ T _

N. He was stoned to death for his faith in the Saviour.
E. He was first called Simon.
W. This tax collector wrote about Christ's life.
T. John, called "the _____," told of Christ's coming.
E. He was transfigured before three of His followers.
S. Christ raised him from the dead.
T. She was a sister of Mary and Lazarus.
A. He at first scorned Christ, but later believed and became a great missionary.
M. Joseph of this place asked for Christ's body.
E. This doctor wrote a Gospel.
N. This Mary first saw the resurrected Christ.
T. This ruler washed his hands and said he was innocent of Christ's blood.

by Nina Coombs Pykare

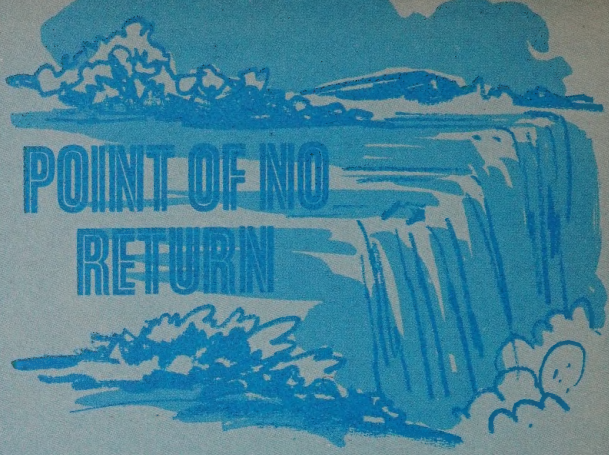
answers:
N-Stephen (Acts 7:59); E-Peter (Matt. 16:17-18); W-Matthew (Matt. 9:9); T-Baptist (Matt. 3:1-2, 11); E-Jesus (Matt. 17:1-2); S-Lazarus (John 11:38-44); T-Martha (John 11:1); A-Saul or Paul (Acts 9:1; 13:2); M-Arimathea (John 19:38); E-Luke (Col. 4:14); N-Magdalene (John 20:1, 11, 14); T-Pilate (Matt. 27:24).

TRUE ADVENTURES

drawn by Berthold Tiedemann

THE BIRTHDAY TREE

TOLD BY DORTHA HAMMOND



POINT OF NO RETURN

by Doris Steinmetz

ON THE Niagara River, above Niagara Falls, is a place called The Point of No Return. It was given that name because one who goes past that spot on the river can't return to safety. He is swept to his death over the raging falls.

A person who didn't know that spot might launch out on the quiet river above the falls. But he'd soon be drawn into the swift current, from which he could not escape. Too late, he would hear the roar of the falls as the strong current carried him to his death.

If someone who knew the river saw him being carried unsuspectingly toward the point of no return, he'd no doubt shout a warning. He would point toward the safety of the shore.

Life is like the Niagara River. It sweeps many people toward destruction in its current of sin and worldly pleasure. Many people carelessly drift past the point of no return in spite of the Bible's clear warnings. Then they find, too late, that they are lost.

The Bible warns, "Seek . . . the Lord while He may be found, call . . . upon Him while He is near" (Isaiah 55:6).

Jesus is anxiously waiting to rescue all who call to Him. If you have been putting off coming to Jesus, you are being carried along on the river of sin. Ask Jesus to forgive your sin and save you before you reach the point of no return.

With Jesus living in you, you will be safe from eternal death. He will keep you safe from Satan's power as well and will be your comfort and strength.

* * * * *

If you have asked Jesus to rescue you from sin or would like to know more about life with Him, write to us. We'll send you a free Bible course and some other helpful booklets. Write to COUNSELOR BIBLE COURSE, P. O. Box 513, Glen Ellyn, Ill. 60137. (Be sure to include your own name and full address.)

Dear Reader:

SIX exciting new books have been published just for you by Victor Books of Wheaton, Ill.

GOPHER HOLE TREASURE HUNT

by Ralph L. Bartholomew

▶ When Jeff and Terry try to help a missionary family raise the funds to help their badly injured son, the boys get into all kinds of adventures and scrapes. In the meantime, they discover that missionaries are people too.

DANGER ON THE ALASKAN TRAIL Plus the Mysterious Camel of India and the Israeli Oil Well Mystery

▶ Three stories in one book by top tale spinners: H. W. Bailey, Grace Vernon, and Bernard Palmer.

The first story tells how Jim Peterson's faith in God is tested as he and his faithful huskies brave the wilds of Alaska, desperate outlaws, and a killing blizzard.

The second takes place in India. Joe discovers that there really is something different about the camel his parents have bought from thieves. Does Nathoo, the boy his parents have befriended, have anything to do with these thieves? How will Joe and his father save some precious jewels given to them for a missionary hospital?

The third story is a fast moving mystery about Rick and his Israeli friend, Rueben. They accidently uncover a terrorist plot to destroy the oil well on which their fathers are working—and end up right in the middle of a life-threatening adventure.

THE HAIRY BROWN ANGEL AND OTHER ANIMAL TAILS *edited by Grace Fox*

▶ This is a collection of delightful stories (most true) about animals and their human friends (or enemies), and about God who loves all the creatures He has made. If you want, you can read a story a night for three weeks!

SARAH AND THE MAGIC TWENTY-FIFTH

by Margaret Epp

▶ Sarah grows up on a large Canadian farm in the era when cars are just coming on the scene. She is sometimes lonely in spite of her animal friends and a loving family. So when she hears a girl her age is moving to a nearby farm on May 25th, she can't wait to meet the newcomer.

SARAH AND THE PELICAN

by Margaret Epp

▶ This book is the second in the Prairie Adventure Series. If anything, it's more exciting than the first as Sarah is left alone with two brothers to run the farm—in the middle of winter. How they and the farm animals survive—with the help of friends and the Lord—is part of this exciting story.

DADDY, COME HOME *by Irene Aiken*

▶ Robyn and her two brothers, Mike and Keith, try to cope with the fact that Daddy may be moving out for good. In fact, it seems as if everything goes wrong at once—until Robyn finds out something very special about the Lord and His loving care.

* * *

You may buy these paperbacks at most Christian bookstores for $1.75.

Changing Numbers Puzzle

by Milt Hammer

		6	15	18		25	5
	1	18	5		1	12	12
20	8	5		3	8	9	12
4	18	5	14			15	6
	7	15	4		2	25	
6	1	9	20	8		9	14
	3	8	18	9	19	20	
10	5	19	21	19			

CHANGE the numbers into letters of the alphabet (a=1, b=2, c=3, etc.) You'll have a good verse to learn and remember.

solution on page 4

Quicky Quiz

When Abraham was old, he sent his servant on a journey to find a bride for his son, Isaac. Where did he send him?

by Mildred Stofferahn

answer: Mesopotamia (Gen. 24:10)

TRUE ADVENTURES

drawn by Berthold Tiedemann

THE TEARS OF MR. CLEAN

by JAMES C. HEFLEY

Writers' CLUB

▶ One night when we were driving home, four of the wheel lugs on one wheel fell off our car. I was scared. Our family prayed aloud that the Lord would take us home safely. When we got home, I thanked the Lord for taking care of us.

A friend of mine was with us. She didn't know the Lord as her Saviour. That night she asked me how to accept Jesus as her Saviour. I told her to pray and ask Jesus to come into her heart, to read the Bible every day, and to believe, trust, and ask the Lord to guide her.

When she left, I told my parents about her decision and we thanked the Lord.

Margaret Fry, 10 Vita, Manitoba, Canada

THE NECKLACE

▶ I used to go to a church where I didn't learn a thing and was almost afraid to get up on Sunday mornings. Now I go to a nice church that helped me accept Jesus as my Saviour.

At this church we have a manual for each quarter (every three months). In the Sunday School manual are lessons we fill out for points. At the end of the three months, anyone who gets 1,000 points gets on the honor roll.

I hadn't done too well on my manual. Then my Sunday School teacher said she would get a necklace made at an Indian mission home in Mexico for anyone in class who got on the honor roll.

I thought it would be great to have something that was made in a mission home so I started doing my manual. I learned the memory verse and even the 300-point memory passage.

At the end of the quarter, I made it. (I had prayed that I would.) Our teacher laid the necklaces on the table. They were all pretty. But one caught my eye. It was a beautiful dark blue.

I have it now to take care of and cherish. But I know now I will always do my manual—prize or no prize—because it helps me learn more about Jesus.

Julie Carter, 12, Bloomington, Illinois

Solution to page 3 puzzle

For ye are all the children of God by faith in Christ Jesus (Gal. 3:26).

A FICTION STORY
by Lorena K. Sample

"You do my arithmetic homework for a whole week and I'll throw in the glove."

All for a Ball & Glove

"NO, that isn't right. Do it this way." Mike patiently explained the whole homework problem again.

Jerry groaned. "I hate fractions. How come you know so much about them?"

Mike laughed. "I started learning about fractions a long time ago. Mom showed me how to figure out how much a tenth of my allowance was so I could put it in the collection at Sunday School each week."

"You give a tenth of your allowance away every week?" Jerry asked. "Wow! If you saved it all up, you'd have enough to buy a ball and bat."

"But I couldn't do that. The Bible says that God loves a cheerful giver," Mike said.

"But don't you want to play ball with the Tigers?" Jerry demanded.

Mike hesitated. Yes, he wanted to play ball with the 123rd Street Tigers. But there were only two ways he could play with them: One, he could play so well that they just couldn't get along without him. Or he could have a bat or ball or glove to contribute to the game.

Since Mike wasn't a great player and never had a bat or ball to share, he didn't see how he was ever going to get to join the team.

"I'm tired of these dumb fractions," Jerry said suddenly. He picked up his ball and glove. But he didn't leave. He just tossed the ball back and forth between hand and glove.

"Nice outfit," Mike said.

"How'd you like to have it?" Jerry asked. "Look, I'll make you a deal. You do the rest of my homework, and I'll give you the ball."

Mike hesitated.

Jerry plopped the ball down on Mike's arithmetic paper. "You do my math homework for a whole week and I'll throw in the glove too." He set the glove beside the ball.

"Won't your Mom and Dad care?" Mike asked.

"Jerry shrugged. "I'll say I lost the ball and glove. Dad will buy me some more."

Still Mike hesitated. It wasn't right, he knew, and yet what real harm could it do? "OK, one week," he said, finally giving in.

Jerry picked up the glove. "You can have the ball *now*. You get the glove at the end of the week."

Jerry went out, whistling cheerfully, heading for his home a few blocks away.

Mike suddenly picked up the ball and raced down the stairs of the apartment building to his best friend's apartment two floors below. Felipe Martinez's brown eyes sparkled when Mike showed him the ball.

"Hey, that's a good one!" Felipe exclaimed. "Real horsehide. Where'd you get it?"

"Well, I'm sort of earning it," Mike said. He had a feeling that Felipe might not approve of his arrangement with Jerry. Felipe, like Mike, had received Jesus as his Saviour, except Felipe didn't seem to have the problems Mike had with temptations and he was a year older. "C'mon, let's go throw the ball around," he said to Felipe.

The boys went out and threw the ball back and forth in the alley until a delivery truck tooted them out of the way. Then Mike went back and finished the homework—his and Jerry's.

He slipped the paper to Jerry before class next morning.

Jerry grinned. "Did you fix it so I'd get an A?"

Mike nodded.

"Good. But tonight do a couple of my problems wrong or Miss Davis will think something is funny."

By Friday it turned out that Miss Davis thought something was funny anyway. She didn't come right out and accuse anyone, but she pointed out that giving someone else answers was cheating just as surely as getting answers from someone else. Mike felt like crawling under his desk and hiding.

After school he and Felipe were playing catch in the alley when Jerry came over again. Jerry tossed the glove to Mike. "That worked out fine," he said. "How'd you like to earn a bat next week?"

Felipe walked over and looked at the glove curiously, and Mike's face reddened.

"No," Mike told him. "In fact, I don't

continued on page 4

continued from page 3

even want the ball and glove. You can take them back."

"No, they're yours. You earned 'em," Jerry said cheerfully. "Let me know if you change your mind about that bat."

"I have a feeling this is none of my business," Felipe said slowly when Jerry was gone, "but what was all that about?"

Unhappily, Mike explained. "I guess maybe I shouldn't have done it," he added. "Do you think God is unhappy with me about it?"

"What do you think?" Felipe asked. "You know He says we shouldn't covet or steal. Cheating is like stealing or helping someone else steal."

Just then Felipe's mother called him. Mike went as far as the back steps with Felipe and then sat down while Felipe went in. He smacked the ball in the glove several times. Yes, he had a pretty good idea of what God thought of a boy who cheated to get a ball and glove.

"Hey, that's a neat glove."

Mike looked up and saw a boy who lived on the floor above him.

"You want it?" Mike asked suddenly. "And the ball too?"

"You mean buy it?" The boy dug in his pocket and brought out some change. He counted it carefully. "I only have $1.86."

"They're yours," Mike said promptly. He shoved the ball and glove at the boy, relieved to see them go.

Then he stared down at the assorted change the boy had given him. All of a sudden he didn't especially want the money either. Now it was just as if he'd been paid money to cheat for Jerry.

Suddenly Mike jumped up with an idea. *God loves a cheerful giver,* as he had told Jerry only a few days ago. And Mike intended to be the most cheerful giver of all!

That Sunday Mike didn't put his usual nickel or dime in the collection plate. He put in five quarters, four dimes, three nickels, and six pennies!

Felipe's mouth dropped open. Later when they were walking home together he asked about the money.

"It's what I got for the ball and glove," Mike said. "I gave it all to God. God loves a cheerful giver, you know. I even looked it up in the Bible—2 Corinthians 9:7."

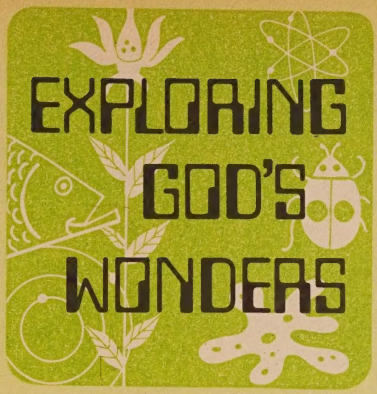
"I guess He does," Felipe said slowly, "but do you think you can pay Him to forgive you for what you did?"

Mike gulped and tried to stammer that it wasn't what he'd had in mind at all. But he knew it was. Ever since he said he'd do Jerry's homework, he'd done one wrong thing after another. God loves a cheerful giver, but not when you cheated to get the gift you gave Him! Or when you tried to use the money to bribe Him.

"But I can't take the money back," Mike wailed. "Now I don't know what to do!"

"Jesus already paid for all our sins," Felipe said. "Ask His forgiveness. And you might tell Jerry what you've done too. He isn't a Christian, you know."

Mike nodded. Jerry probably would think he was crazy, but it might be the first step in winning him to Jesus.

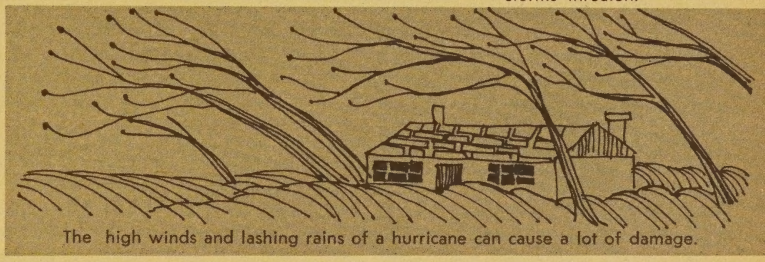


WILD WINDS & THUNDERSTORMS

with Donald C. Boardman, Ph.D.

A tornado or twister is one of the most violent storms.

Hurry inside when thunderstorms threaten.


The high winds and lashing rains of a hurricane can cause a lot of damage.

EVERY now and then you'll read a story in COUNSELOR like the page 1 story, "Flood." Such stories tell how God takes care of His children during storms.

However, we know that each year people are injured and killed in storms because they haven't been warned or haven't followed safety rules.

In 1970 many people were killed by lightning. Among them were two boys playing football in an open field and a man playing golf. These three would likely still be alive it they had gone inside as soon as it began to storm.

In the spring of 1974 many were killed in tornadoes because they didn't or couldn't take shelter.

Generally, we have good storm warning systems. Hurricanes, for instance, move slowly. Meteorologists plot their paths and warn people living along the Atlantic or Gulf coasts.

These same weather scientists can predict thunderstorms pretty well. They know that when a cold air mass hits a hot air mass, there will be violent weather where the two "fronts" meet.

Usually these masses move eastward across the United States and stormy weather moves with them.

Tornadoes often accompany thunderstorms. Each year tornado warning systems are worked out in local areas. Whenever stormy weather is predicted, observers watch for funnel-shaped clouds. If they spot a tornado, they report it at once. Announcements are then made over the radio or warning sirens blow.

Because of these warning systems today, fewer people are killed in wind storms. However, more property is damaged now because there are more cities in areas where storms occur.

Just what are these big wind storms? Hurricanes are huge tropical storms of whirling winds. They occur on the Atlantic. (Typhoons are Pacific hurricanes.) They may be hundreds of miles across with winds up to 200 mph. They generally occur in August and September.

Tornadoes are like hurricanes but smaller and more violent. They vary in diameter from a few hundred feet to a mile. A tornado is a whirlwind that comes down from a cumulonimbus cloud in the shape of a dark funnel. It is dark because it is full of dirt and other things it has picked up.

Tornadoes, or twisters, move from 25 to 40 mph. They usually travel northeast. They come in the early spring and occur throughout the summer.

Strange things can happen in a tornado. These wild winds have been known to drive a straw into a tree. They have even picked up an entire house and set it down again without hurting the people inside.

During a tornado alert, go to the southwest corner of a basement. Or get under a large, strong piece of furniture in the center of a building. Stay away from windows. If outdoors, lie in a low place or a ditch.

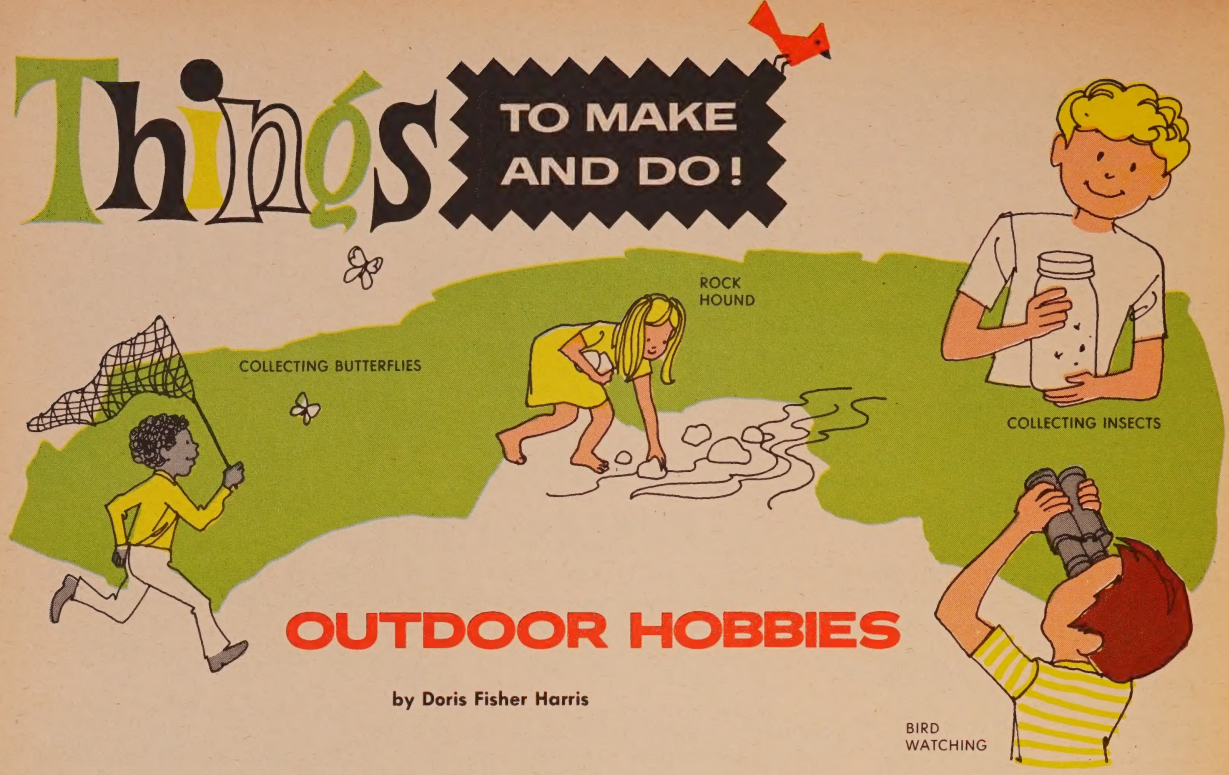
Thunder and lightning storms are the most common and least harmful. However, lightning *is* dangerous. And it *can* strike twice in the same place. Lightning is a giant spark caused by electricity in the clouds. When clouds are full of electricity, giant sparks flash out and leap from cloud to cloud or to the ground.

The energy freed as the lightning travels makes a path through the sky. It heats up the air and the air expands. The expanding air bumps other air and you hear thunder.

Since sound travels slower than light, you see lightning, then hear the thunder. If you want to find out how far away a thunderstorm is, count the seconds

continued on page 4

Things TO MAKE AND DO!



OUTDOOR HOBBIES

by Doris Fisher Harris

So you love the outdoors! You're not alone. Many people, even famous ones like President Theodore Roosevelt have made a hobby of the outdoors or some area of God's wonderful creation.

I know a boy who loved learning about insects. He started collecting them. His interest lasted through college and graduate school. Now he is a Ph.D. and has one of the largest insect collections in the Southeast.

You might try collecting butterflies. It is cruel to catch them just to kill them. But to catch one of each kind and preserve it correctly can help you make many discoveries about insects.

Another young man I know collects the wood of various trees. He picks a section, polishes and varnishes it, then displays it as a piece of God's craftsmanship. Another tree lover collects leaves from various trees. He preserves them with wax for permanent display. Their variety and beauty are delightful.

My own little girl collects gems and rocks. She polishes and identifies them and puts them on display.

During a recent fine arts festival in our town, she entered a collection. It showed the gems and minerals mentioned in the Bible that will be part of the New Jerusalem. Nearly 10,000 people saw her exhibit.

There are so many other possibilities: collecting and pressing wild flowers; learning about birds and identifying them and their songs; collecting shells.

Any of these hobbies will enlarge your understanding of all God has made.

We remember Teddy Roosevelt as a good president, a courageous soldier, and an intelligent man. But we remember him most as an "outdoorsman." What about you?

continued from page 3

between a lightning flash and thunder. Then divide by five. (It takes about five seconds for sound to travel one mile.) Your answer will be the distance in miles.

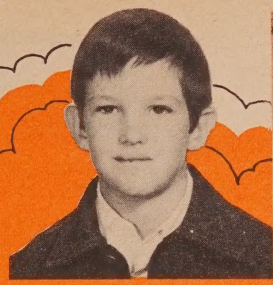
When a thunderstorm comes up, follow these safety rules:

1. Don't stand under a lone tree. Tall objects are good targets for lightning.
2. Don't stay out on a hill or other high place in a storm. A woods or valley is safer.
3. Stay away from water—lake, bathtub, pool, etc. Water carries electricity.
4. Also stay away from a fireplace, wire fences, electrical outlets, plumbing pipes, or T.V. In fact, it is safest to unplug your T.V. set.
5. Do go inside a big house or other building and stay away from windows.

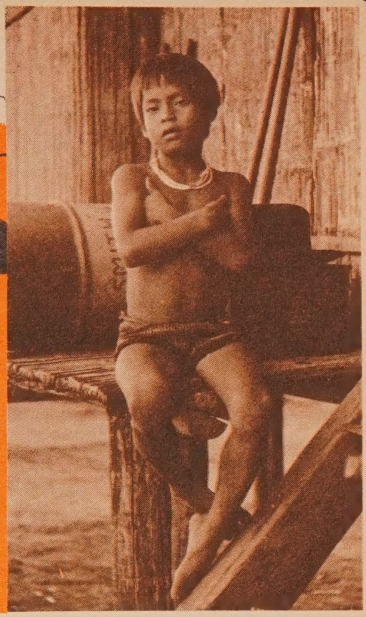
Storms can be thrilling or frightening experiences. In a sense they show us God's power. Nahum 1:3 says, "The Lord has His way in the whirlwind and in the storm." But Isaiah tells us that "Thou hast been . . . a refuge from the storm" (Isaiah 25:4). If we follow safety rules, we can trust God to care for us during the worst storms.

A TRUE STORY
told by Richard Eric Smith, 12

MY FRIEND *Juani*



▲ ERIC SMITH



JUANI ▶

JUANI is an Indian boy whose home is in the jungles of Colombia, South America. He is about 10 years old and was my most interesting friend. (I say *was* because I'm with my family in Ethiopia now.)

All Juani wore in the jungle were beads around his ankles and a G-string. Because he was deaf, he couldn't speak. Since he could only make sounds, many Indians treated him like an animal.

But Juani was very smart because he could communicate with his hands and facial expressions to show that he wanted something—like a piece of *itisitisi* (candy). He could make us laugh too, and he let us know when he was hurt.

Now he is learning to speak with the help of a hearing aid and he is back in his jungle home.

You see, in 1974 my parents decided to take him to Bogota, the capital of Colombia, to have his hearing checked. Before we left, we gave Juani a pair of pants and socks and some other things he would need. Boy, was he proud! His first pair of pants!

Well, we got on the plane with him and took off for Lomalinda, our Wycliffe center in Colombia. During the three-hour flight, he was very excited. He pointed to things so fast we couldn't see them all.

When a Wycliffe missionary met us at the plane in a jeep, Juani was thrilled about seeing his first jeep too.

Later, we flew on to Bogota. There the doctors examined him, and Mom bought him a hearing aid.

Of course, he was excited with the hearing aid. But most of all Juani loved the toy airplane we gave him that looked like the plane we had flown in.

After getting the hearing aid for Juani, we returned to Lomalinda to wait for a flight back to the jungle. He and I had a lot of fun. Some of the things we liked to do best, both there and in the jungle, were swimming, cutting down trees, and swinging on vines. We also played with the toy twin-engine airplanes (I had one too).

A big dog lived near our Lomalinda house. (In the tribe the dogs are scrawny.) Every day the dog would play with Juani, and they would roll over and over together.

But the real purpose for Juani's going to the city was to help him hear and learn to speak. Mom and Dad taught him to say a few words. He began with his own name and simple words like *oco,* for water.

Mom made him a pouch for his hearing aid. The pouch was like those the men of his tribe wear. He thought that was really something special!

Someday I hope Juani will be able to speak well and read the Bible. When he can read God's Word, he will have a chance to become a Christian—an opportunity few Indians ever have.

Names of the Master

JESUS often referred to Himself by the name of some common article of everyday life. At other times somebody referred to Him by such a name. Can you circle the right answer from the three given without referring to your Bible?

1. "And a *(leaf, branch, son)* shall grow out of his roots."
2. "I am the *(bread, wine, prince)* of life."
3. "I am the *(root, flower, tree)* and the offspring of David."
4. "This is the *(blueprint, brick, stone)* which was set at nought of you builders."
5. "And hath raised up an *(basket, table, horn)* of salvation for us."
6. "I am the true *(diamond, vine, sheep)* and My Father is the husbandman."
7. "Behold the *(dog, lamb, horse)* of God which taketh away the sin of the world."
8. "I am . . . the bright and morning *(planet, star, satellite).*"
9. "For they drank of that spiritual *(branch, stone, rock)* and that *(rock, stone, branch)* was Christ."
10. "I am the *(exit, gate, door)* of the sheep."
11. "I am the *(candle, lamp, light)* of the world."
12. "I am the *(resurrection, reviving, resuscitation)* and the life."

by Nell Dunkin

answers: 1. Branch (Isa. 11:1); 2. Bread (John 6:35); 3. Root (Rev. 22:16); 4. Stone (Acts 4:11); 5. Horn (Luke 1:69); 6. Vine (John 15:1); 7. Lamb (John 1:29); 8. Star (Rev. 22:16); 9. Rock (1 Cor. 10:4); 10. Door (John 10:7); 11. Light (John 8:12); 12. Resurrection (John 11:25).

My Birdhouse Project
continued from page 1

Lena had a new blue bike! Geneva had a bike too, but *I* didn't —so the two of them went off riding without me, time after time.

And lately, the two of them had been riding their bikes to school. That meant I had to walk—all alone or with my brothers. My heart was sick with jealousy. I knew that as a Christian it was very wrong for me to be jealous. But feelings are funny things—they are simply there! Right or wrong, they're in your mind! I had prayed about them—for I hated being a jealous girl.

And I hated being sick too. The whole mess seemed all tied together in one big ball of misery in my mind. A ball that bounced up and down, up and down. All I could think about now was that I couldn't take my birdhouse to class to show off. It was a final insult.

At last I slept.

A long, long time later the doctor came. But it *hadn't* been a long time at all, for I could see the clock. It was only nine. And the doctor was saying, "Yes—measles."

He gave Mom some gold-colored pills. I was so hot and thirsty, I didn't mind taking them, since I got some icy Coke to wash them down.

"It's the day she was to take her project to school," I heard Mom tell the doctor as he left my room. "She worked for days on a birdhouse. Now she can't go. It's a real shame."

I wanted to call out that it was more than that, but my throat burned so that the words would not come out. I lay back and tried to think. But I was sleepy again, and that made it hard. Who would get first place at school today? Not me. Not me. I slept again.

The day went past, a long day, full of fever, with my throat hurting and bumps all over me now. They *itched!* Then I heard Mom talking to someone who was coming toward my room. The voice sounded like Lena's. "It's OK. I've already had the measles," she was saying. Then she was beside me, smiling at me. Geneva wasn't with her.

"Hey! You got first prize," she said. "That was a swell birdhouse! All the kids liked it too. And Mrs. Duncan said it was excellent."

I propped myself up on an elbow and looked at her and shook my head. How could I get first place? I hadn't even taken my project to school! This must be another of the crazy dreams I'd been having all day, I thought.

"Your brother told me you were sick," Lena explained. "At noon I came here on my bike to get your project and take it to class. After all, that's what friends are for, especially Christian friends.

After Mom asked her to leave, I lay there thinking. I had been jealous of Lena. And she had been nicer to me than my old friend, Geneva. The sleepy feeling was coming back, but I had to think this out. And suddenly I knew the answer: *Geneva was not yet a Christian!*

"Thank You, dear Lord Jesus, for good friends—for Lena," I prayed. "And help me and Lena to be the way You want us to be, so that Geneva, and others too, will want to know Jesus as Saviour."

I told Mom what happened later. "I won first place with my birdhouse, but best of all I found Lena was a real friend—and a Christian too." Mom smiled and nodded.

GRANNY'S GOING TO DIE!

A TRUE STORY
by Irene Aiken

MY BROTHER LLOYD and I felt terrible! Our plump, sweet, smiling Granny who fed us cookies and chocolate and let us hunt hens' eggs in the barn hayloft was terribly sick. Mother said Granny was dying.

"But she's a Christian," I protested. "Why would God let her die? He can make her well again, can't He? The Bible says *He cares for His own.* I saw it!"

"It may be her time to go to be with her Saviour in heaven," Mother said gently. "She has to die sometime; we all do."

We had come to Granny's home to be near her. Other relatives were there too. The grown-ups were inside. Lloyd and I went out on the back porch. I sighed as I sat down beside him. We watched the swallows as they flew in and out of the mud nests they had built along the rafters of the barn loft.

"God said He'd take care of even the birds," I said, still mixed up about dying.

"Yeah," Lloyd said moodily. "He sure did."

It was getting late in the afternoon, and the parent birds flew around in the air with their mouths wide open, catching mosquitoes and other flying insects and taking them to the babies in their nests. We had seen those tiny birds sitting in the doorways of each nest, shrieking loudly for food. Their mouths seemed wider than all the rest of their bodies.

"Soon those babies will be old enough to fly," I said. "They already have feathers."

As we sat there, a dark cloud came up over the western horizon. It came fast, and the wind and rain came rushing with it. We hurried into the kitchen where nobody was bothering to cook supper. Lloyd and I stood at the windows and watched as the wind bent the trees till their branches dragged the ground.

Lightning flashed and thunder boomed. The old farmhouse shook and dishes rattled in the cupboards as we cowered there, afraid. "Maybe we should ask God to take care of us," Lloyd said.

I looked at the raging storm outside and then did pray aloud for us all. But in my heart, I had a funny feeling. I was afraid that maybe God would not care for us. After all, if He would let Granny die, maybe He'd let us die too!

My father came into the kitchen once to be sure we had come inside. Then he went back to where the adults were sitting around the parlor waiting. Waiting for death to come.

A sudden crackling sound made me jump. A tree came crashing down, striking a corner of the old house. I was so afraid, my heart nearly stopped beating.

Then, almost as quickly as it had come, the storm passed. The sun peeked out, and a bright rainbow arched over the barn. Everything looked fresh and clean. My brother and I went outside again.

We looked at the broken tree. Some of the men came out to look at it too. Then Lloyd and I hurried to the barn to see if the baby birds had made it through the storm.

What we saw stopped us dead in our tracks.

Rain had blown in and wind had flung some of the nests down. Baby birds were squawking their heads off from the straw-strewn floor. They were not yet old enough to fly, and they had no way of getting back up to the nests still on the rafters. Parent birds swooped and shrieked at us from above.

We stood there gazing at them, wondering how we could get the baby swallows back up to their nests. It was too high for us to climb up there. "We have to do something for them" I said. "Maybe we could get Daddy to help us."

We went looking for him. But he was busy with the other men—uncles and neighbors—trying to get the broken tree off the house. So Lloyd and I went back to the barn.

"I thought God was supposed to take care of birds," my brother said. The same idea had occurred to me.

"I have an idea," I said, suddenly thinking of something. "I'll use the fishing pole to make an elevator for the babies."

We found a small box and fastened it to the end of the pole with some wire. Then, one at a time, we placed a baby bird in the box and lifted it up in the air, until we had the box near a nest. Then the baby hopped out of its "elevator" and went inside. We didn't know if the birds were in their own nests, but they didn't seem to mind.

Finally we had them all back up where we hoped they belonged. Just then Daddy came and told us Granny was gone. We followed him from the barn, stunned. The bril-

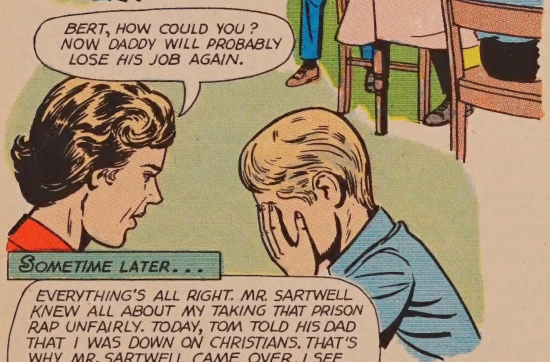
continued on page 4

No Friends for Bert

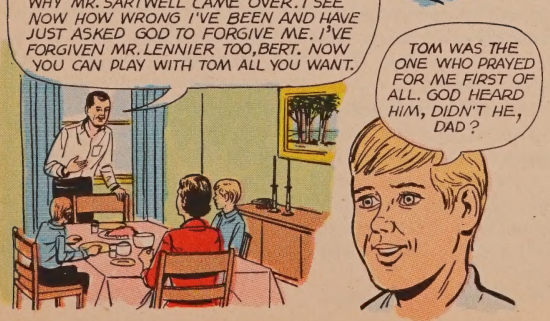
drawn by Berthold Tiedemann

END OF A 3-PART FICTION STORY
by GERALDINE LONG WHITSITT

BERT BENSON'S FATHER HAS BEEN IN PRISON, SO HE WON'T LET BERT MAKE FRIENDS IN SHADY CREEK. HE'S AFRAID BERT WILL TELL ABOUT HIM. ONE SUNDAY BERT SNEAKS OFF TO CHURCH WITH TOM SARTWELL. WHILE THERE, BERT ACCEPTS JESUS AS HIS SAVIOUR. COMING HOME, HE TELLS TOM ALL ABOUT HIS FATHER.



SOMETIME LATER...



Our Relationships to Other People

The Bible says a lot about how Christians should live and how they should treat others. Finish the quotes (1 to 7) with a line from (a to g).

1. "He that hath two coats (Luke 3:11)
2. "Pray for them which (Luke 6:28)
3. "Recompense to no man (Romans 12:17)
4. "Take heed that ye do not your alms before men (Matthew 6:1)
5. "Lay up for yourselves treasures in heaven (Matthew 6:20)
6. If it be possible, as much as lieth in you (Romans 12:18)
7. "All things whatsoever you would that men should do unto you (Matthew 7:12)

a. live peaceably with all men."
b. to be seen of them."
c. let him impart to him that hath none."
d. where neither moth nor rust doth corrupt."
e. despitefully use you."
f. do ye even so to them."
g. evil for evil."

by Grace V. Watkins

answers: 1-c; 2-e; 3-g; 4-b; 5-d; 6-a; 7-f

continued from page 3

liant sunset blurred as tears filled my eyes.

Lloyd looked at me, and I remembered what he had said about God taking care of birds. Right then I knew something wonderful! God *had* taken care of the birds. He had used my brother and me and our "elevator lift" to help them.

And another "elevator"—which had the fearful name *death*—had lifted Granny up to where God waited for her. He loved her, and now she was "where she belonged"—the way those baby birds were!

I sat down on the edge of the old kitchen porch and told Lloyd what I was thinking. After all, I was 10 and he was only 7. He listened quietly, and I saw his face relax.

Daddy came and sat next to us, with tears in his eyes. I told him about my idea too. He hugged me close, smiling. "You're right, Renie, Granny *is* now where she belongs, just like the baby swallows."

But God didn't know Phil Townsend. Or did He? If He was God, then He'd know everyone, wouldn't He? But if the person hadn't believed in Him, would He bother to help? Phil wondered, even as he tried to haul himself up on the ledge.

The rock began to crumble under his weight. How could he pull himself onto the ledge if it were that soft? But it was his only chance. If he stayed in the water, he might drown. Tomorrow they would find his body downstream, cold and lifeless.

Phil shuddered and made a supreme effort to haul himself up. "God, please help me get up there." He dug his toes into the cliff wall and, before he knew it, he was on the little ledge, sitting sideways. He was gasping but exultant. He'd done it! Maybe God *had* helped.

He sat and wondered where Viki and his parents were. Surely if he had been washed out of the camper, they had been too. Or maybe they had drowned in their bunks. Or in the rushing waters. Maybe they needed God's help too. But would they think to ask for it? They were not praying people—any of them.

"God, help my family, please," the wind grabbed the words and carried them away. He shuddered, as the lightning flashed again. But by its light he saw ahead of him a gnarled old tree, clinging to the side of the cliff wall.

If he could work himself over to it, he'd surely be safer. This ledge was still crumbling off from time to time. It might suddenly fall into the water, taking him with it. Even as he was thinking this a large portion gave way and slid down with a splash.

Phil eased himself back into the waters, and moved along the wall, clinging to it like a leech as he went.

When he was a few feet away, there was a sliding sound and the ledge was gone. Little by little, he worked himself toward the tree. When he reached it, he discovered that it was not as firmly fixed to the wall as he thought. It was clinging just by a couple of roots.

"God, I need Your help again, please!" he cried. He twined his feet about the shivering old tree and waited. What else could he do?

He was quite sure now that God had helped him. Things couldn't have just happened to work out for him as they had each time. He waited. Time passed by and with it the storm.

In one last flash of lightning, he caught sight of a crevice where the crumbly ledge had been. It looked deep enough for an 11-year-old boy to climb into. But he'd have to let go of the tree, and by now his strength was just about gone.

As the tree jerked in the current, he realized he'd have to let go. If God would help him once more, he knew he'd be able to make it back there. He let himself down into the waters and began the tortuous way back to where the ledge had been.

Soon he was even with the crevice. Once more he put all his strength into the upward climb. Finally he crawled into the safety of the deep slash in the wall. A crack couldn't wash away! God had helped him one more time.

He sat there the rest of the night. He thought about his family and prayed for them. And he thought about God. He was filled with a sense of awe. His family might be dead, for all he knew, but one thing he knew for certain. He would never be all alone again in his entire life. He had found God, and knew that God was there with him.

When daylight came, helicopters came too. They spotted him and helped him out of the crevice with a rope swing.

He learned that his family was OK too. They had been washed along, inside the camper. Miraculously, it had stayed upright for five or six miles in the wild waters.

Later, Phil told his parents about his ordeal. He told how he knew God had helped him. "I feel as if God brought me back to life again. When we get back home," he said, "I'm going with Billy Sam to church every Sunday from now on."

"We're coming too," his mother said, squeezing him close. "We're very grateful to God for His kindness to all of us. We want to let Him know that."

●

Brothers and Sisters

SEE if you can match the Bible brothers in column one with their sisters in column two.

1. Moses	a. Rebekah
2. Reuben	b. Tamar
3. Absalom	c. Mary
4. Jonathan	d. Dinah
5. Abraham	e. Miriam
6. Laban	f. Sarah
7. Lazarus	g. Michal

by Beatrice B. Weiss

answers: 1-e (Num. 26:59); 2-d (Gen. 29:32 & 30:21); 3-b (2 Sam. 13:1); 4-g (1 Sam. 18:20 & 19:1); 5-f (Gen. 20:2, 12); 6-a (Gen. 24:29); 7-c (John 11:2)

●

Quick Quiz

One of my letters is in JOB
Three of my letters are in SAM
I'm an Old Testament book,
Do you know the one I am?

by Carrie I. Quick

answer: Amos

Anna's Assignment

continued from page 1

the Passover meal had been carefully recorded in all four Gospels. She discovered the account in one more place—1 Corinthians 11. She copied the words of Jesus after He had given His disciples the bread to eat and wine to drink.

He said, "Do this to remember Me." That was a direct command to those who believed in Him, Anna thought.

That just left the third part of her report. Why did they have a special service in church when they took Communion? They didn't have real wine or bread in their church.

Last Sunday Mrs. Bissell had brought a glass of grape juice and a cracker. These were used in their church to represent the Lord's blood and body which He gave for their sins, she had explained.

Well, they held a Communion service because Jesus told His followers to have one, Anna thought. It was always important to do what God said you should do.

"Mom?" Anna said grinning sheepishly. "I know it's my report, but I can't think of any more reasons why it's important for us as Christians to take Communion. I already put down that God said we should, and that the Bible tells us about it in at least four places."

Mrs. Adams put down her scissors. "Well," she began thoughtfully. "how do you feel when we have a Communion service?"

Anna didn't say anything for a long time. When the pastor read the Scripture giving Jesus' command to honor Him in the Lord's Supper, it always made her think of how very much God had done for her in giving His Son, Jesus, to die on the cross for her sins. It made her feel thankful

continued on page 4

No Friends For Bert

drawn by Berthold Tiedemann

PART 2 OF A 3-PART FICTION STORY
by GERALDINE LONG WHITSITT

continued from page 3

to know that He loved her so much. It made her look into her own life to see if she had any unconfessed sin.

It took her a long time to write the answer to number three. When she had finished she looked up.

"Mom, I think I know now why Mrs. Bissel gave everybody an assignment on the church ordinances."

"Why is that?" her mother asked with a wise smile.

"Because, now I know just how important the Lord's Supper is. I'll always remember what I've learned today. It's going to help me be a better Christian, and I guess you could say I appreciate what Jesus did for me a lot more now than I did before I started this assignment."

"I'm glad to hear you say that, honey," her mother said.

"I guess Mrs. Bissell is a pretty smart teacher," Anna said proudly. "I'm sure glad I'm in her class."

Mrs. Adams nodded. "I'm glad you are too," she said, smiling.

FIND THE MESSAGE

Take one word from each of the sentences below. In each sentence the word to be used is in the same position. When these are put together correctly, you'll have one of the most important things Jesus said.

1. Every boy except Jack went.
2. I enjoy a good book.
3. The tall man entered.
4. He will be at home.
5. Jesus was born in Bethlehem.
6. Tell him again I'm waiting.
7. MacArthur said he would return.
8. The campers cannot swim unguarded.
9. We can see the flag.
10. We honor the Bible.
11. The imaginary kingdom vanished.
12. An air of excitement prevailed.
13. "It is God that justifieth."

by Mary Jenkin

answer: "Except a man be born again, he cannot see the kingdom of God" (John 3:3).

"I'm leaving those two behind. I'm afraid they'll set the ark on fire."

Bobby Meets the Gang
continued from page 1

home. He remembered what he'd learned about turning the other cheek and loving others for Jesus' sake. This challenge was more than he'd expected. However, his voice held firm as he said, "Friends don't fight."

The boys looked at each other and then closed in. They had mistaken him for a coward. Before he could explain or escape, they'd knocked him flat. They kicked and punched him until an old woman's screams brought the police. However, they didn't beat him up after that.

The next Sunday a battered Bobby went with his parents to a small mission church a few blocks away. Bobby liked it there. He was glad that young Pastor Brown never asked about his black eye and bruises. He felt even better when the pastor invited him to a new boys' club that the mission was starting.

As the summer weeks rolled by, Bobby had fun at the club. He boxed, played basketball, baseball, and tennis.

At first none of the street gang came to the club. Finally one day they showed up. Bobby shouted when he saw Garvin. "Hey, Garvin, come out on the court and shoot some baskets."

But Garvin and the gang just stood on the sideline and glared. Bobby watched as Mr. Moore, the sports director, tried to get the boys to play.

After a few minutes the gang left and didn't show up again for several days. When Bobby saw them slouch into the gym, his hopes picked up. He really wanted to make friends with the guys and get them to play. It was obvious that

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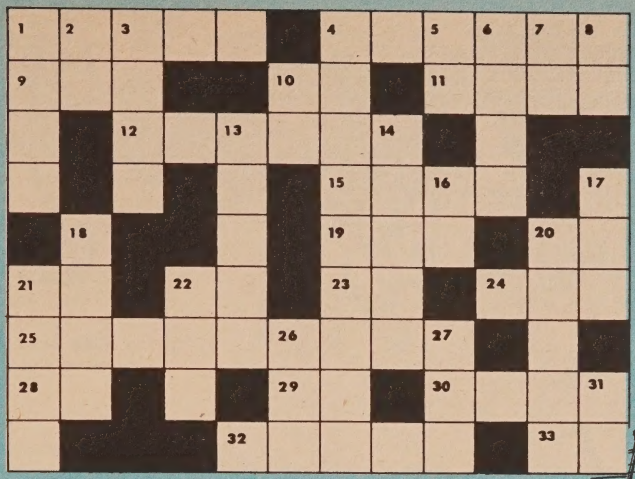


Behold, A Sower Puzzle

by Agnes Ranney

solution on page 4

Have you ever watched a farmer sowing or planting seed? He sows a great many seeds, but only some of them come up. Read the story in Luke 8:5-15.

across

1. "A _____ went out to sow his seed" (Luke 8:5).
4. "Some fell among _____" (Luke 8:7).
9. First letter of each of these words: Eat good oranges.
10. Abbreviation for Costa Rica.
11. "They on the rock . . . have no _____" (Luke 8:13).
12. "That which fell among thorns are they, which . . . are choked with cares and _____ . . . of this life" (Luke 8:14).
15. The men Moses sent to spy out Canaan found the children of _____ in Hebron (Num. 13:22).
19. Wickedness
20. Abbreviation for France.
21. Abbreviation for Old English.
22. The plural of "I."
23. "As soon as it was sprung _____, it withered away" (Luke 8:6).
24. "They on the rock . . . receive the word with _____" (Luke 8:13).
25. "Cares and riches and _____ of this life" choke the seed (Luke 8:14).
28. The first two letters of the word elevated.
29. Abbreviation for Southeast.
30. Draw something toward you.
32. "A _____ heart doeth good like a medicine" (Prov. 17:22).
33. The fifth tone in the music scale.

down

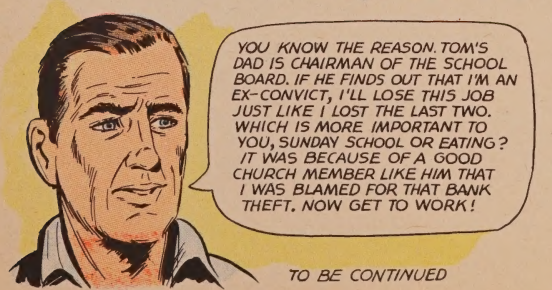
1. "A sower went out to sow his _____" (Luke 8:5).
2. King of Bashan who fought against Moses (Num. 21:33).
3. "The seed is the _____ of God" (Luke 8:11).
4. One who takes care of money.
5. You will either go with her _____ stay at home.
6. "Some fell upon a _____" (Luke 8:6).
7. Opposite of yes.
8. Abbreviation of street.
10. First letters of the name Carol Huntley.
13. "Choked with _____ and riches and pleasures" (Luke 8:14).
14. A marsh bird with a long bill.
16. Is there _____ orange to eat?
17. Attempt
18. "Some _____ among thorns" (Luke 8:7).
20. "The _____ came and devoured them" (Matt. 13:4).
21. Not shut.
22. "Some fell by the _____ side" (Luke 8:5).
26. Utilize
27. Watch secretly.
31. "_____, I am with you alway" (Matt. 28:20).

No Friends For Bert

drawn by Berthold Tiedemann

PART I OF A 3-PART FICTION STORY by GERALDINE LONG WHITSITT

BERT BENSON AND HIS FAMILY ARE NEW IN SHADY CREEK. BERT LONGS FOR FRIENDS BUT BERT'S DAD WON'T LET HIM PLAY WITH OTHER BOYS. WALKING HOME FROM SCHOOL ONE DAY. . .



TO BE CONTINUED

"We don't dare go home. She's lost her sheep and we've lost our mittens again."

continued from page 3

they knew nothing about Jesus or the kind of friendship that Christians could have.

Three of the gang took off their shoes and came on the floor. Garvin just leaned against the wall, looking mean while the others shot a few baskets. They seemed to be having fun. Encouraged, Bobby called, "Come on out, Garvin. Bring *all* the gang. We've got enough balls."

Garvin snarled, "Aw, dummy up, man!"

Bobby snatched a ball and ran, dribbling down the court. He felt his shoelace flapping on the floor but ignored it. Just as he passed Garvin and the other fellows on the sideline, he stepped on the loose lace and fell flat on his face. He sat up, blood streaming from his nose.

Garvin and the gang hooted and laughed. Mr. Moore, usually kind and quiet, rushed over. He turned to the gang. "Look!" he bellowed. "We want you fellows to join the club and have fun. But this rough stuff won't do. Get out, and don't come back for the next week!"

Bobby leaped up. "Hey, wait a minute," he cried as he dabbed at his nose. "Mr. Moore, it was my own fault. I tripped on my shoelace. All they did was laugh." He pointed to his shoes.

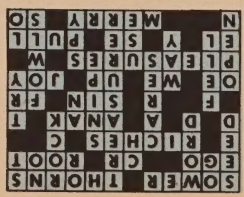
Mr. Moore grinned and apologized to the gang, inviting them to play again. That seemed to break the ice. In no time the whole crowd was out on the floor, having a good time.

Later, Bobby and Garvin stood sipping cokes. Garvin asked, "How come you stood up to the man and got us off the hook? You had a good chance to get even with us."

Bobby took a long drink. "Well, I have a good Friend in Jesus Christ and I'm trying to copy Him. I know He wouldn't let someone else take the blame for something he didn't do. In fact He took the blame for all the wrong we have ever done."

Puzzled, Garvin just shook his head. "I think I'm beginning to understand a little," he said. "Watcha say we shake on it?" And he extended his hand to Bobby.

solution to page 3 puzzle



her freedom and sent her to Europe. She had faithfully cared for sickly Mrs. Wheatley through the years. Now her own health was failing and they thought a sea voyage would help her.

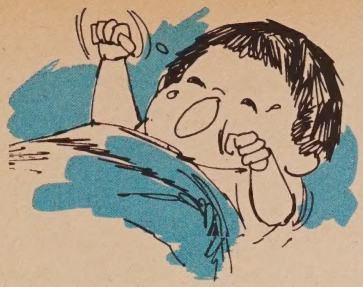
George Whitefield, the evangelist, was an Englishman and many folk in England had read her poem in tribute to him. His friends entertained her and saw to it that some of her poems were published. Her first book of poems was: *Poems on Various Subjects, Religious and Moral.* It was published in 1773.

The King of England said that he would give her an audience. It was an exciting thought but word came that Mrs. Wheatley was very ill. Instead of seeing the king, Phillis sailed back to Boston. She had taken care of Mrs. Wheatley so long. Phillis knew she could care for her as no one else could.

Mrs. Wheatley didn't live long. Soon her husband died too. Since the twins had married, Phillis was all alone. Though they had freed her, they had still been her family. Phillis' life had a sad ending. She knew hunger and neglect later on. She died in 1784, just a short time before Christmas.

Though Phillis Wheatley never spoke out as an abolitionist, she served her people in an important way. Many believed that Negroes were more animal than human. Only a few believed that they could learn even the slightest thing. Yet here was a black girl who was praised by General Washington himself. She was the one who said in a poem

continued on page 4



New Baby Sister

continued from page 1

was that really all?

"Here. Would you like to hold her while I get out of the car?" Mother asked.

Don reached for the bundle. Already baby Glory had kicked the bottom of the blanket free and he saw her tiny feet peeking out. "She's as light as a cloud," he said.

"She won't be that way long," Don's father responded, chuckling.

Throughout the day, baby Glory held all their attention. Every once in a while, Don stopped by her crib and gazed at her tiny face. He wondered what the other kids would say when he told them his new sister was an Indian. Maybe he could keep it a secret for a while until he got used to the idea.

But his secret was out the very next day. The minute Don and his family walked into church, everyone asked to see the new baby. Don watched with a frown.

Pastor Dickerson came and put his arm across Don's shoulders and led him aside. "Well, Don, what do you think of your new sister?"

Don grinned, shyly. "She's OK. Pretty tiny, though. And does she cry when she's hungry!"

Pastor Dickerson laughed. "Shows she's a healthy baby. But just a minute ago I saw you frowning. Almost as if you weren't happy with the attention she was getting."

"I-It's not that." Don hesitated to explain his worry to the pastor. However, Don knew he could trust Pastor Dickerson not to tell anyone else, so he began, slowly: "I'm worried about what my friends will think when they find out I have an Indian sister."

"A-ha;" Pastor Dickerson said. "I thought your problem might be something like that, Donald. But what about your friend Tommy Chang? He's Chinese and looks different from you."

"That's not the same," Donald said. "His brothers and sisters are all Chinese. They look like him."

Pastor Dickerson sighed. "You know, Donald, the Bible tells us in Galatians 3:28 that we 'are all one in Christ Jesus.' Skin color isn't important. The important thing is, do you love her?"

"I-I think so," stammered Don. "I like to peek at her and have her hold my fingers in her tiny ones."

"That's all that really counts," Pastor Dickerson said.

The next day, Don's friends called him out to play baseball. He went to the door and asked. "Would you like to see my new sister first?"

The boys grinned foolishly. "Aw, babies. I've seen a lot of them," retorted David Morgan, who seemed to have a new brother or sister every year.

But Tommy Chang said, "I'd like to see her." And the others nodded.

Don led them to the baby's bedroom. They lined up along the crib and stared. David snickered. "She doesn't look a bit like you."

"No," Don said, quietly. "She's Indian, but she is still my sister."

Bobby Nolan became wide-eyed. "I've never seen a real Indian. Are you sure she's one?"

"Uh-huh," Don replied. "And we love her very much." At that moment, he was sure that he did love Glory just as his parents had said he would.

"You see, God must have had a special reason for her coming to live in our house. My mother and father could have chosen another baby that looked a lot like me, but they picked Glory instead."

"Hey, that's something," David said in awe. "My folks don't get to pick out my brothers and sisters. We just get the ones we get." The others agreed.

"Let's go and play ball," Don suggested. "Next week, I'm going to find out all I can about Indians so I can teach Glory about them when she is older."

Readers tell how to treat those who are "odd birds"—left out, different, or new.

KRISTINA CALCUTT

NICKIE FALBO

LEANNE CORNWALL

DEBBIE GRAY

BILL IFFLAND

NANCY KENDALL

AS WE SEE IT

▶ There is a boy in my class who is fat. The kids make fun of him and tease him about how fat he is. I try to be nice to him. I know how it feels to be called names. And he really is very nice.

Kristina Calcutt, 9, Jupiter, Florida

▶ If there is a new girl in our Sunday School class, I talk to her. And if she doesn't understand something, I try to explain it to her.

When I went to my church for the first time, I didn't know where to go. Georganna, my girlfriend, showed me around.

Kids that ignore new people should remember to "treat others as you want to be treated." Then they'll be acting as Christians.

Nickie Falbo, 11, Latrobe, Pennsylvania

▶ In one of our classrooms at school all the boys and girls are called Turnberry Turkeys because they're from Turnberry. I try to stick up for them. I say it doesn't matter where they come from.

I think Christians should try and make others feel at home.

Leanne Cornwall, 9, East Wingham, Ontario, Canada

▶ A lot of people teased a boy at school and disliked him. I did both. Then I thought about times I had been laughed at. I didn't like being laughed at, so I quit teasing him. Next thing I knew, he wanted to be my friend.

Jesus tried to make friends too, but men hated Him and crucified Him on the cross!

Debbie Gray, 11, Augusta, Kansas

▶ A boy in our class from Arkansas talks and runs funny. Everybody teases him except me. I've prayed for those who tease him. They haven't stopped yet, but I have faith in God that they will.

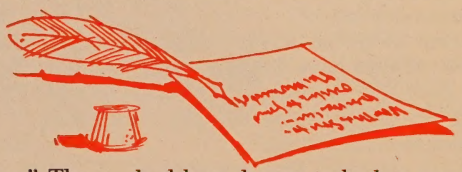
Bill Iffland, 9, Lombard, Illinois

▶ In my class at school, there is a girl nobody really likes. She's tall and skinny and has problems with her feet. Everybody calls her the Jolly Green Giant.

As a Christian I shouldn't be calling her names. I should be loving her. This is what I've been trying to do, because I think God has other plans for me besides teasing "oddbirds." I should show that I'm a Christian by loving everybody!

Nancy Kendall, Winnipeg, Manitoba

WIN A CHRISTIAN STORYBOOK Write on the following topic in 125 words or less: *How I can become a stronger Christian.* Send your essay to Writers' Club, Box 513, Glen Ellyn, Ill. 60137. You must be in grade 4, 5, or 6. No items will be returned. Do not send in a photo unless we write and ask for it. If we choose your item for COUNSELOR, we'll send you a new SP Winner Book.

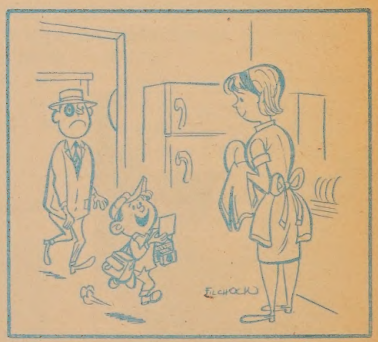


Unchained Poet
continued from page 3

that he was "first in peace." The phrase has lasted now for more than 200 years.

The Lord Mayor of London believed that Phillis would appreciate a first edition of Milton's *Paradise Lost* and so had given her one as a gift when she left England. The Countess of Huntingdon, a great Christian worker, had been happy to be her sponsor and friend in Europe.

Today Phillis Wheatley is respected by black people and white alike. She's honored because of her ability to express herself as a free soul—free because of her deep faith in God. Phillis Wheatly was an unchained poet who spoke happily to her Lord and for her Lord.



"Boy, did I take a swell picture of Daddy, trying to catch a fly ball over the left field fence."

light when she opened it. Several times Linda had said she wanted a plastic ruler like Jean's with the Golden Rule printed on it. But Jean prayed, "Dear Havenly Father, help me to choose the thing that would please Thee."

Before school, at recess, and at lunchtime, the girls flocked around Linda and talked about the party.

Millie stayed at her desk, reading. She had nothing to talk about, so she couldn't mix with the girls. Once Jean noticed her wiping her eyes as if she might be crying. That was when Jean decided. She slipped away from the girls, and walked straight to Millie's desk.

"Could you spend all day with me tomorrow?" she asked. "Mother said I can invite someone over to eat dinner with me, and I told her I wanted you."

"Tomorrow?" Millie asked.

Jean nodded.

"The party is tomorrow," Millie said slowly.

"Oh, that!" Jean tried to sound unconcerned. "I'm not going, are you?"

Millie shook her head, looking puzzled.

"I thought we could make paper flowers."

Millie began to smile. "I'd love to. I'll show you how to make a red carnation like mine. Maybe we can make some for the classroom."

They giggled happily, and Jean slipped into her seat as the bell rang.

That afternoon after school she waited in the hall for Linda. They always walked home together.

Linda talked about the party most of the way home. When they reached Jean's house, Jean said, "Come in, I want to give you your birthday gift."

"Bring it to the party," Linda said.

"I—oh, Linda, I'm not coming."

"Not coming? Why not?"

"I asked Millie to spend the day with me."

"Tomorrow!" Linda exclaimed. "How could you?"

"She's lonely. Saturday is such a miserable day for her. She has to be quiet so her mother can sleep. I know she'd think of all the girls having such fun at your party. And, well, Linda, she might feel bad all day because you don't want her. So I asked her to spend the day with me." Jean swallowed hard. "Won't you come in and get your gift?"

A few minutes later she stood at the window and watched Linda walk down the street carrying the pink package. She wondered if they would ever be friends again. Linda hadn't said much, so it was hard to know what she was thinking. But Jean had a happy feeling in her heart when she knelt to pray that night.

Saturday afternoon Jean and Millie were busy making red paper carnations. Suddenly they heard lots of noise. "The girls!" Jean cried.

Sure enough, Linda stood knocking on the door. And in back of her were all the girls from school, wearing crazy hats. Some carried plates covered with napkins.

Jean and Millie ran to the door.

"We brought the party to you," Linda explained. "Ice cream, cake, candy, and a hat for each of you."

Jean and Millie laughed and exclaimed as they tried on their hats.

Later Linda drew Jean to one side. "Thanks for the book and ruler," she said. "The words on the ruler made me realize how awful I treated Millie. I wouldn't want to be left out of a party just because I didn't have nice clothes. I brought the party here so you and Millie could have fun with us." She squeezed Jean's hand. "I'll never forget the Golden Rule again."

And the girls said it together, " 'Therefore all things whatsoever ye would that men should do to you, do ye even so to them' " (Matt. 7:12).

solution to page 4 puzzle

S	H	E	E	P		L	I	F	E
H		W				L	O	S	T
E	W	E				O			D
P	A	S	T	U	R	E		G	O
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When You Face a Lion

continued from page 1

out motion with his arms. Each man seemed to know what to do. At once, four men went to the left of the leader and four went to his right. Each man walked briskly through the knee-high grass.

Jason made a grasping signal with his hands and all the men clasped hands to form a nine-man chain.

Dr. Allan was the last man in the single file safari and didn't understand what was going on. But as the human chain fanned out across the trail and into the grass, he followed close behind. He knew this was no game. There must be danger ahead.

Actually, so far, no one but the leader had seen what lay ahead until the chain of men went a few steps farther. Then everyone could see: Just a few yards in front of them lay a huge lioness with two young cubs at her side.

She lay on her stomach with her powerful paws pointing forward, her head held high. Her face was handsome and fierce. She stared intently at the men coming toward her.

Now the doctor realized what had happened: Jason had come upon the lioness without warning. There had been no time to run. And the old Kamba tribe instruction for a lone person coming upon a lion—standing completely still—would not have worked either. She had two cubs with her. She would be in no mood to show mercy.

One swipe of her forepaw could bring instant death to a man. To run or stand still would mean almost certain death. The lioness could maul the whole party in minutes. The plan Jason was directing was their only hope.

The men's eyes were open much wider now that they saw the lioness and her cubs, but they knew what they were doing and never faltered. Slowly but surely, they walked forward toward the big beast and her cubs.

The cubs lazed unconcernedly, but their mother suddenly came to a half-springing position. Still, the human chain moved forward. Doctor Allan followed right behind the band of men, breathing a prayer for God's protection.

The lioness looked into the eyes of each man, starting at one end of the

continued on page 4

continued from page 3

chain and slowly moving toward the other end. Not one man showed signs of breaking or weakening. Again, her penetrating eyes swept the chain of men. If the plan was going to work, it had to work now.

Suddenly, the lioness let out a subdued roar, stood up, and dashed away into the bush. Her cubs followed.

The chain of men stood silent for a moment with their hands still clasped. Then as one man, they all groaned with relief and sat down. They mopped their foreheads and smiled, for they had won.

Dr. Allen sat down too, with a new admiration for the men. He realized how he had misjudged them. He bowed his head and thanked the Lord aloud for His protection and the courage of the Africans.

That night, during an evangelistic meeting in the village where they camped, Dr. Allan reported the incident. "The Kamba trick worked, but if even one man had faltered, the lioness would have been upon us all in a flash.

"She studied each man's face, looking for a weak link in the chain. But not a man showed fear. In complete unity, the men faced the enemy and the lioness was overcome."

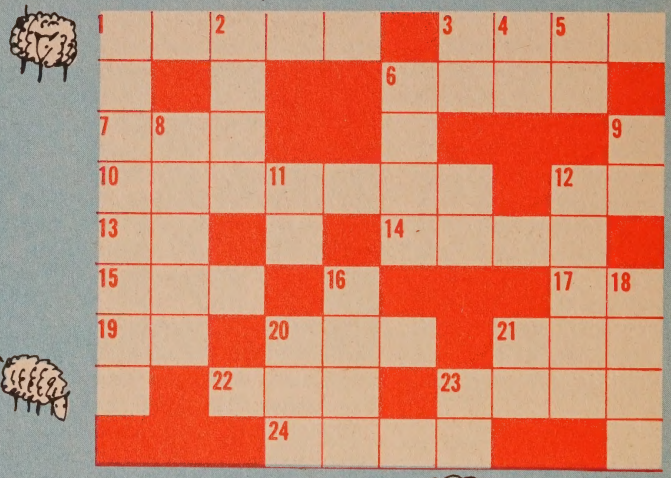
Dr. Allan never forgot that experience. For years after, he used the story to illustrate the truth of God's Word: "Resist the devil, and he will flee from you" (James 4:7).

"If godly men will stand in unity, without fear, they will overcome evil with good!" he would say with feeling. "And they will go forward in the strength of the assurance, 'greater is He that is in you, than he that is in the world' " (1 John 4:4).

Remember that next time you face a lion—or even the devil himself.

" HAD A HARD DAY AT THE OFFICE... PRINCIPAL'S, THAT IS "

All We Like Sheep



by Agnes Ranney

solution on page 3

IN hundreds of Bible verses, the shepherd and sheep are used to picture the Lord and His people. You'll remember some of these verses as you work this puzzle. See how much you can do without looking in your Bible.

across

1. "My ____ hear My voice" (John 10:27)
3. "The Good Shepherd giveth His ____ for the sheep" (John 10:11)
6. "I have gone astray like a ____ sheep" (Ps. 119:176)
7. The prophet Nathan told David a parable about a poor man with one little ____ lamb (2 Sam. 12:3)
10. "We are His people, and the sheep of His ____" (Ps. 100:3)
12. "____ ye therefore, and teach all nations" (Matt. 28:19)
13. Height (abbr.)
14. Jesus said, "I am the ____" (John 10:9)
15. A snakelike fish
17. Initials of the name—Edna Shelton
19. Railroad (abbr.)
20. Jesus said, "I ____ down My life for the sheep" (John 10:15)
21. "Blessed are the pure in heart: for they shall ____ God" (Matt. 5:8)
22. A precious stone
23. Jesus told a parable about ninety and ____ sheep (Luke 15:3-4)
24. ____ is the first shepherd mentioned in the Bible (Gen. 4:2)

down

1. Jesus said, "I am the Good ____" (John 10:11)
2. Female sheep (pl.)
3. "____, I am with you alway" (Matt. 28:20)
4. "He that entereth in by the door ____ the shepherd" (John 10:2)
5. Foot (abbr.)
6. "The ____ is my Shepherd" (Ps. 23:1)
8. "He leadeth me beside the still ____s" (Ps. 32:2)
9. "Whatsoever ye would that men should ____ to you, do ye even so to them" (Matt. 7:12)
11. "Jesus saith ____ Simon Peter . . . Feed My lambs" (John 21:15)
12. "He maketh me to lie down in ____ pastures" (Ps. 23:2)
16. "Behold the ____ of God!" (John 1:36)
18. "The Son of Man is come to ____ and to save that which was lost" (Luke 19:10)
21. Sandwich Islands (abbr.)

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MAY 14, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

"Hi-yah! Hi-yah!" Jimmy yelled.

JIMMY AND THE GREEN-EYED MONSTER

A FICTION STORY
by Beryl Holgren

JIMMY RUNNING COYOTE sat on the doorstep with his chin on his knees. Nearby, his mother was hanging up the wash. Around her played Jimmy's younger sisters and brothers. Jimmy scowled as Leon Wells sailed by on a shiny new blue bike. "He can afford it!" Jimmy muttered.

Leon's father taught at the Indian mission school. He was the only white boy enrolled. Though Jimmy had recently accepted Jesus, his heart was not always filled with love. "I hate Leon!" he cried. "He thinks he's a big wheel."

"What kind of talk is that?" asked his mother. "What does a 10-year-old boy know of hate?"

"I know about hate. Leon thinks he's smart on his new bike. Did you see how he rode by here? He wants to make me feel bad."

"The green-eyed monster has you!" answered his mother. "You are jealous, Jimmy. Have you already forgotten our verse in church yesterday, 'For where jealousy and selfish ambition exist, there is disorder and every evil thing' "? (James 3:16, NASB)

Jimmy stood up. "I wouldn't have a silly old bike," he said, ignoring his mother's words. "I'll go ride my horse. Leon says she a crummy old nag. He is jealous."

"You are both foolish," said his mother. Then she added with a look of worry, "Jimmy, be careful now. Wilson's big bull may be out, and he's mean."

"I'll keep a lookout," he promised, taking a bridle from the fence. He walked to the nearby pasture where his small buckskin mare, Maria, grazed. She was a sturdy, sure-footed little cayuse, prairie bred. Jimmy put the bridle on her, then hopped up on her bare back. They flew off across the prairie, Jimmy's bare feet bouncing against her flanks.

Before now Jimmy had liked the sound of the mare's hooves and meadowlarks' songs. Today, everything was spoiled by show-off Leon. Jimmy hardly saw the ranches or herds of cattle. He forgot his mother's warning about the bull and God's warning about jealousy. He could think only of Leon and his new bike. He hated Leon.

Suddenly Leon was pedaling toward him like a blue streak. Jimmy's lip curled. "Fink," he growled

continued on page 2

Merry

A man was walking down the street in New York City, carrying a violin. Finally he asked an old man how to get to the Kennedy Center. The old man leaned over and said, "Practice, practice, practice."

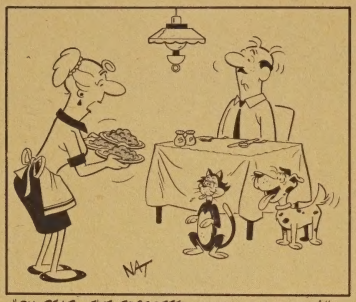
In Bible times, what did people use in order to do arithmetic?
answer: The Lord told them to multiply on the face of the earth.

Joe went out and bought a piano. He took it home to his third floor apartment and played away on it.

The janitor kept pounding on the heating pipes to get Joe's attention, but Joe wouldn't stop playing the piano.

Finally the janitor went upstairs and said, "Joe, do you know there's a fellow sick on the first floor?"

Joe looked at him and said, "I'm not sure, but I can try playing it."



"OH, DEAR...I'VE FORGOTTEN WHICH WAS WHICH!"

continued from page 1

to himself.

Then he heard a sound that chilled his blood. Wilson's bull! And there he was, a huge black Angus, coming out of the willows behind Leon. The bull roared and shook his big head in fury. Leon could never get away on a bike.

For a moment Jimmy sat frozen. He could get away because Maria was fast. But Leon! His jealously dissolved. "I can't leave Leon," he decided. "An Indian brave does not run from danger."

He dug Maria in the ribs and rode recklessly between Leon and the bull. The bull took after him. "Leon, go to that old barn! Hurry! Climb up on the roof," he yelled.

But when Leon tried to turn his bike, he hit a hole and was flung to the ground. He screamed in terror as he scrambled to his feet.

"Run, run to the barn," Jimmy repeated, racing Maria ahead of the bull. His heart beat like the wings of a hawk. He had never been so scared in his life. "Hi-yah! Hi-yah!" Jimmy yelled. He rode low over Maria's neck and circled around the angry bull.

Finally Leon reached the barn, shinnied up a corner, and climbed safely to the roof.

The bull charged Maria several times, just missing her. Maria snorted. She was scared and breathing fast. Jimmy tried to get away. He whirled Maria around but the bull charged again and struck her in the hip. Maria screamed with pain and Jimmy thought, "It's all over." But a tumbleweed flew out in front of the bull and stopped him for an instant.

In that flash, Jimmy headed the pony toward the barn. The bull charged after him, so Jimmy circled the barn once to confuse the nearsighted beast. Then he slowed Maria and hopped from her back, clutching at a log.

"Hi-yah, hi-yah!" he cried to her as he scrambled to the roof. Once up there beside Leon, he watched as the mare flew across the prairie to safety.

The bull pawed the ground below them and bellowed with anger. Leon, dirty and white-faced, said weakly, "I prayed for you. I was afraid you wouldn't make it. You must have been awful scared."

"Indians aren't afraid," Jimmy lied. But he was pleased that the white boy had prayed for him.

"You saved my life," Leon said. "Thanks. I thought I was a goner."

"Same here," Jimmy admitted.

They felt a jolt as the bull hit the log barn. Leon's eyes opened wide with new terror. "Can he knock the barn down?" he gasped.

"No!" scoffed Jimmy, who wasn't sure at all. "When he's tired he will scram." And it was true. The bull did tire and went off to graze. Only now and then would he kick up the dust and bellow.

"We could be here all night," Leon said. He sounded worried.

"Maria will go home and my folks will come looking for me," Jimmy assured him. "Look!" he pointed. "The bull is leaving us."

They sat stiff as statues, watching the bull trot off. In no time, he was a black dot on the horizon. "Let's get down and away from here, quick," said Leon. "We can ride double on my bike. If we keep near the fence, we can crawl under if he comes after us again."

"OK," Jimmy agreed. They hurried, half-sliding down the logs. They kept a wary lookout for the bull as they raced to the bike.

Leon got on the seat and Jimmy rode the handlebars. Leon pedaled fast. Halfway, he said, "Jimmy, want to pedal awhile? I'm tired."

"Sure!" Jimmy cried, grinning.

"Jimmy," Leon called back after they changed places, "could I ride Maria some day?"

"Of course!" yelled Jimmy, pedaling like mad. "Come over tomorrow and ride her all day."

"And you can ride my bike," Leon shouted.

"I've always wanted a bike," said Jimmy happily. He felt good now. Where was that green-eyed monster his mother talked about? Jealousy was gone and joy filled Jimmy's heart again. Yippee!

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COUNSELOR

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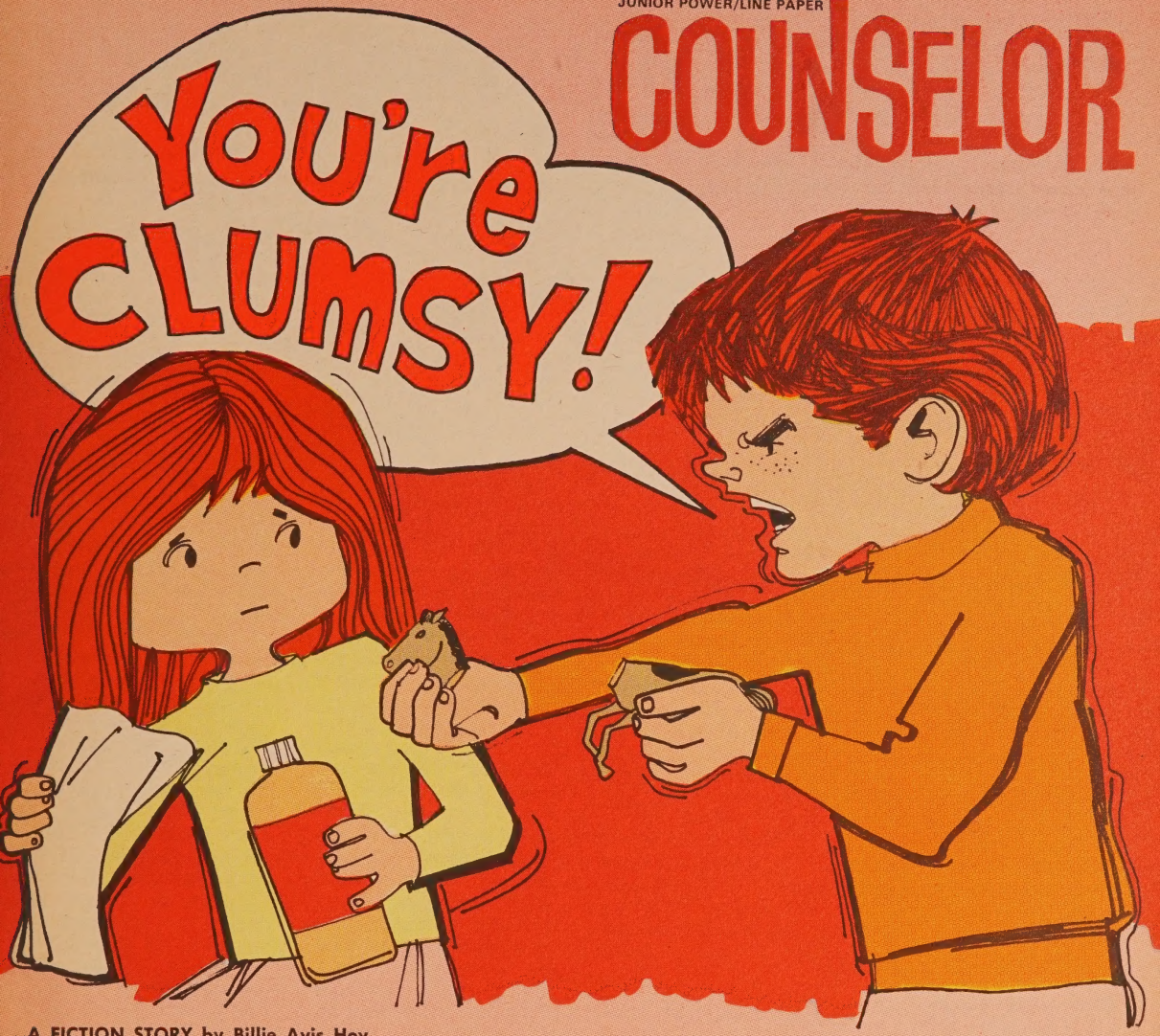
MAY 21, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR



A FICTION STORY by Billie Avis Hoy

FOR THREE whole months 11-year-old Ralph had saved his allowance. He had used his old knife with the broken blade at camp. He had stayed home from the zoo the day Steve and Joe had asked him to go. Finally he had saved enough to buy the prancing china horse for his collection of miniatures.

Now that precious little horse lay shattered at his feet.

"Oh, Ralph, I'm sorry!" his sister Judy wailed. She was two years younger and had been dusting his room. "It was an accident. Honest it was!"

Ralph ignored her pleading eyes. "You're clumsy! And stupid! Now get out of my room!" he ordered. "I didn't ask you to dust. I told you girls weren't allowed."

"But I wanted to help Mother," she cried.

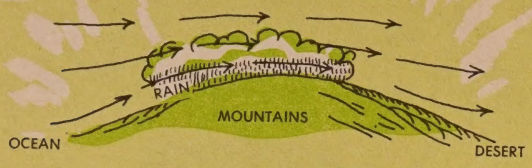
"Big help, smashing a fellow's stuff. Guess you know that horse can't be replaced. Mr. Dickerson at the hobby shop said it was the only one he could get." Ralph pushed Judy into the hall and slammed his door.

He turned and dropped to his knees and picked up the pieces. The rest of the afternoon he tried to glue them together again, but the horse was ruined. Chips and scars spoiled its smooth finish.

"The prettiest and most expensive horse in my collection!" he muttered.

continued on page 3

Wind rises to go over mountains and cools as it goes up. Rain results. The air is warmed as it flows down the backside of the mountain and it picks up water.



what makes it RAIN

with Donald C. Boardman, Ph.D.

"IT'S easy to get angry when rain spoils your plans. And it's easy to take rain for granted. But we should thank God for it.

Have you ever wondered where rain comes from or what makes it rain?

The oceans are our largest source of rain water. Moist land is another source. Warm air "soaks up" moisture from the ocean and wet land by the process of *evaporation*.

Perhaps you've noticed that after rain on a hot day the streets and sidewalks dry quickly. The water has evaporated or changed into *vapor*.

Warm air can hold a lot more moisture than cool air. But when warm air cools, the water that changed into invisible vapor changes back to a form of water you can see. The visible form, when close to earth, is called fog. When high in the air, it forms *clouds*.

Fog and clouds are made of tiny, light water particles that drift in moving air. When clouds are cooled by falling temperatures, the particles of water band together, forming drops. When those drops get too heavy to stay up, they fall as rain.

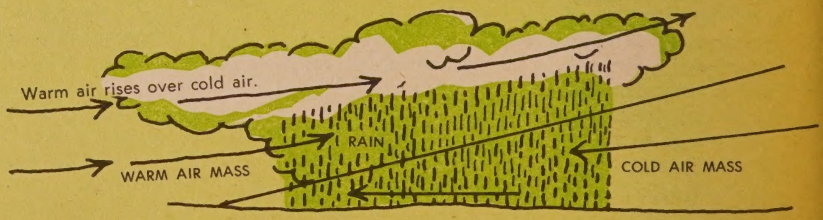
Two situations commonly cool the air. The first one depends on the fact that air cools as it rises. For instance, it rains more on the western side of the Cascade Mountains than on the eastern side. The air blows onto the land from the Pacific Ocean. It sweeps up the mountain range, cooling off as it rises. Then it turns to rain before crossing the mountains. That's why part of the state of Washington has so much rain.

On the other side of the mountain, the dry air flows onto the plains. It warms, then sucks up moisture from the land, causing desert conditions. Thus there are deserts and desert-like areas in eastern Washington, Oregon, and California as well as in Nevada, Utah, and Arizona.

The second way warm air is cooled is by coming in contact with a cold air mass. Cold air may travel from the poles as a huge puff, miles in diameter. As it heads toward warmer areas, it meets warm air coming from the equator. The warm air is forced up by the cold air. As the warm air rises, it forms clouds, then drops as rain. This is the usual reason for storms and rain in the Midwest.

The process sounds simple. However, there are many things that change and vary the normal weather pattern, as any *meteorologist* knows. (That's a weather scientist.) So there are times when you can't rely on weather reports.

Just the same, let's thank God for His rain. Psalm 147:7-8 says, "Sing unto the Lord with thanksgiving; sing praise upon the harp unto our God: Who covereth the heaven with clouds, who prepareth rain for the earth, who maketh grass to grow upon the mountains."



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MAY 28, 1978

JUNIOR POWER/LINE PAPER

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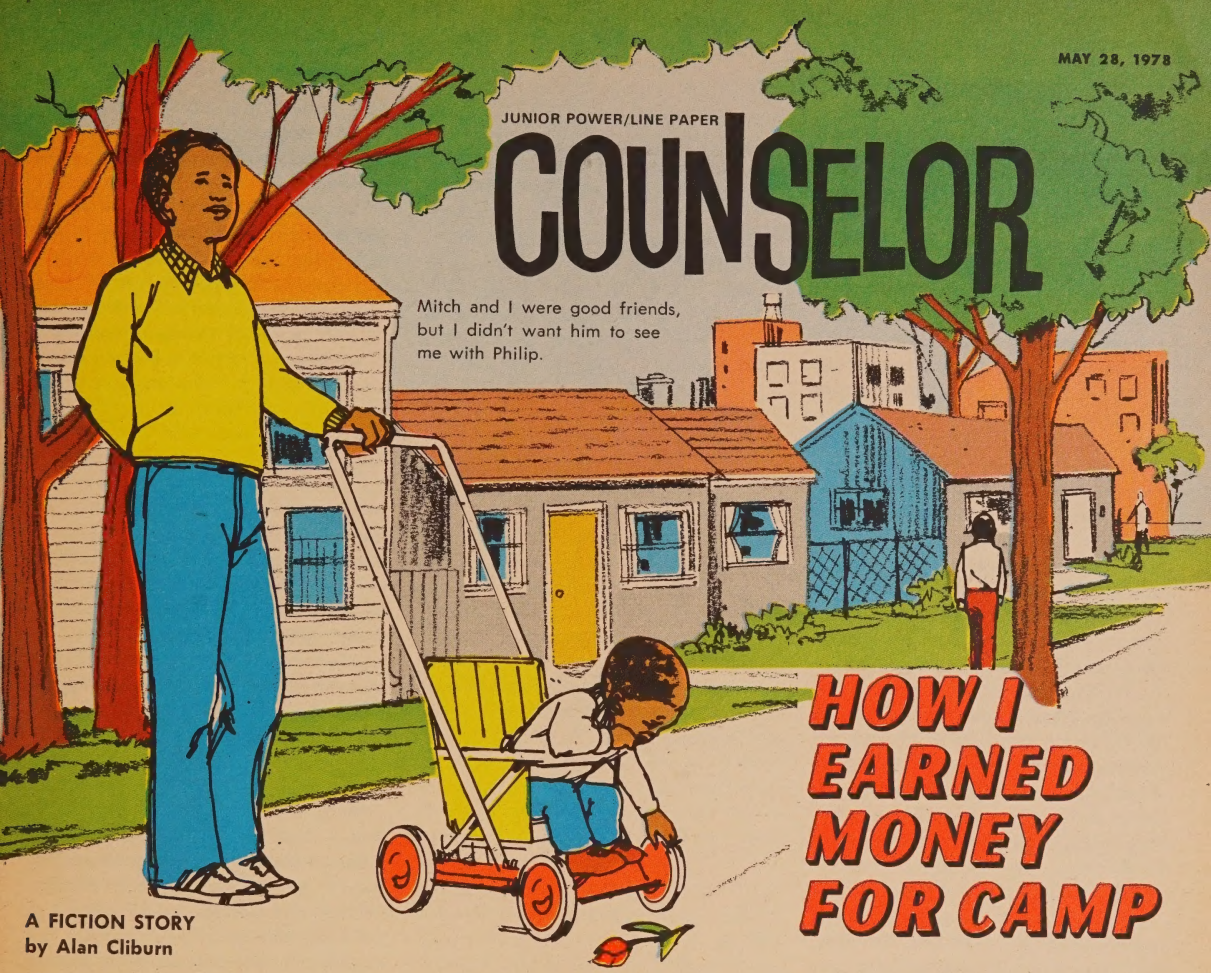

HOW I EARNED MONEY FOR CAMP

A FICTION STORY
by Alan Cliburn

I WAS supposed to be doing my homework. However, I was really thinking about how great Bible camp would be, when the phone rang. Since I have a teenage sister, it rings all the time. I didn't pay any attention until Mama mentioned my name.

"Richard is very reliable," I heard her say.

My ears shot up like antennae.

"He's in the sixth grade now, you know," she went on.

Who wants to know what grade I'm in? I wondered as I walked into the hall.

"Oh, yes," Mama continued, smiling at me, "Richard *loves* children!"

I shrugged. Kids were OK, if they didn't get in the way. Or cry.

"Fine," Mama said into the telephone. "He'll be there. Good-bye."

"I'll be where?" I wanted to know when Mama hung up.

"That was Mrs. Hendrix," she answered. "She wants you to baby-sit for little Philip Saturday."

"Baby-sit?" I echoed. "Me? Oh, no!"

"Well, she really wanted Sheryl," Mom admitted, "but your sister already has plans—"

"Maybe I have plans too," I interrupted.

"I thought you wanted to go to Bible camp," Mama said. "You know Dad wants you to earn part of the money yourself."

I had forgotten that. "I'll do it!" I announced.

They had been talking about Bible camp at church for a long time. The activities planned were great: water skiing, swimming, all kinds of sports, and good food. All my friends at church were going and I didn't want to miss it.

I got to the Hendrix' house at 9 A.M. sharp, Saturday.

"Philip has had his breakfast and is playing in his room," Mrs. Hendrix told me. "I think he'll be all right until I get back at noon."

Man, what an easy way to earn money for camp! I thought to myself.

"And, Richard, it's such a nice day. Please take Philip for a walk in his stroller," she said. "Once around the block should do it. I'll show you where everything is now."

The idea of pushing a baby around the block didn't appeal to me, but it sounded easy enough and shouldn't take long.

Or so I thought. Just getting Philip ready to go was a job. He seemed to think it was a game.

"Come on, Phil, lie still!" I ordered.

He laughed and cooed and wiggled

continued on page 3

Tennis Champ

A TRUE STORY
by Mary Louise Kitsen

WHEN I was 10 years old my aunt and uncle gave me a special gift for my birthday—a certificate for tennis lessons through the summer.

I was thrilled! I loved watching people play tennis at the country club near my home. My aunt and uncle knew this and decided that lessons at the club would be healthy exercise as well as fun for me.

At first that's exactly what my tennis lessons were—good exercise and wholesome fun. But then the situation started to change.

It turned out that I was a better tennis player than anyone in my family had expected me to be. My teacher was surprised and pleased at the way I took to the game.

I began daydreaming about a tennis career. I even dropped other activities to spend more time with tennis. I did not understand that while I was much better at tennis than most youngsters my age, I certainly was not gifted.

When school started, the tennis courts closed for the season. (When I was a girl, there were no indoor courts near us.) My parents used that time to talk with me about my attitude toward tennis and why they felt that professional tennis would be a mistake for me.

I was getting unbearably proud of my ability even though my instructor had explained that while I was better than average, I was not professional material. Even my pastor talked to me.

I thought they were all mean. But the whole subject was more or less dropped as I became involved in school activities and there was no opportunity to play tennis during the winter.

"Grandma Wright would like to have you spend the summer with her," Mom told me the next spring. Grandma lived on a farm in Kansas. I always spent part of the summer there, usually about two weeks. I loved the flat fields of waving wheat and the warm sunshine. But I didn't want to go that summer. I wanted to play tennis.

I expected a big fuss, but I was happily surprised. My parents usually put down a firm foot when they thought something wasn't good for me. But that summer they let me play tennis all I wanted.

"They decided to let you learn the hard way," my teenage cousin Frank said.

"You're just jealous because I'm going to be famous someday," I told him.

As I look back, I realize what my friends must have thought of me. I was always showing off, talking about my skill on the tennis court and how important I would be someday. It never occurred to me that I wasn't enjoying tennis anymore. All I could think of was improving my game and winning.

Then a new girl in town, Becky, started taking lessons at the country club. And to my dismay, she also turned out to be a very good tennis player.

How well I remember Becky. She was in my class at school, and she attended the same Sunday School. Becky was a friendly, happy girl. She was easy to get along with and could be counted on if you needed a favor. She was just plain nice.

I couldn't understand the way she acted about tennis. She didn't seem upset if she didn't win a match. She just loved playing. I was sure that, nice as she was, she would never amount to anything because she didn't have what my grandpa called "get up and go."

One day I decided to challenge her to a match to decide the "champion" tennis player of our school. I got some other tennis players interested and we talked the instructor into setting up the competition.

Becky didn't seem to really like the idea. I decided that was because she knew I'd beat her. In the end, because most of the kids wanted to see this competition, Becky agreed to take part.

Several players competed, but just as I expected, it came down to Becky and me. We both played hard. Those watching us cheered and yelled.

And I won—my very first competition! I was so excited as I stood there waiting for everyone to congratulate.

But something happened! The kids all crowded around Becky and told her how sorry they were she lost! She got far more attention than I did! I couldn't understand it.

I walked over to another classmate, a boy named Milton who was well-known for saying whatever he thought. "Milton," I asked, "why are most of the kids fussing over Becky when I'm the one who won?"

Milton lived up to his reputation. "Because Becky's nice and you're a pain," he said bluntly.

I wasn't hungry that evening. My parents weren't surprised. "I'm sorry you had such a bad day, honey," my dad said.

Yes, he was right. I had won but it had still turned out to be a bad day.

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"Milton said I was a pain," I told my parents, the tears stinging my eyes. "And, Mom, Dad, the worst of it is I know now that he's right. I've been a real pain to everyone. I want to go to Kansas for the rest of the summer."

"That would be a mistake now," Mom said. "You've got some fence-mending to do right here in Connecticut."

The next morning at Sunday School, Becky hurried toward me. "I was so worried that you wouldn't come," she said. "Everything went wrong yesterday. Not because I lost, but the kids should have congratulated you. You won, fair and square. You're a good sport."

I stared at her, amazed. She was really concerned about me. The words of my four-year-old neighbor, Ricky, came to mind then. One Sunday he had said, "Becky is a real Jesus girl."

I took Becky's hand. "You're the good sport, Becky. But with Jesus' help, I'm going to be a good sport too. Not just when I play tennis but all the time."

I continued to play tennis. Occasionally I'd slip into my old bad attitude and God would remind me that I was playing for fun and good exercise.

I never became a professional or even a recognized amateur tennis player. I was just a girl who played a good game of tennis and enjoyed it. In fact, I still do!

How I Earned Money for Camp
continued from page 1

around and didn't help at all. I began to understand why Sheryl was sometimes so tired when she came home from baby-sitting.

Before I took Philip outside, I ran out to the street and looked both ways. Nothing against Philip, but I didn't want my friends to know I was baby-sitting. It was a small block. I figured I could make the round trip without running into anyone I knew.

I was doing pretty well—and walking fast—until Philip decided he wanted to see some flowers up close.

"Pret-ty!" he exclaimed.

"Very pretty," I agreed, starting to move on.

Well, that kid screamed his head off, so I backed up and let him see the flowers again.

Every time I started to move away, he began to cry or scream or both. I didn't know what to do, but I knew I couldn't spend the whole morning there.

After about the fourth scream, a lady came out of the house, picked one of the flowers and handed it to Philip. He held onto it tightly and settled down. The flower didn't look so great after a while, but Philip didn't seem to care.

We were on the home stretch, back to the Hendrixes' house, when a familiar form appeared on the sidewalk in front of me. Without seeing his face, I knew it was Mitch Jackson from school.

Mitch was ahead of us, walking in the same direction, so I stopped. Mitch and I were good friends, but I didn't want him to see me with baby Philip.

I forgot to mention that Mitch is the biggest boy in my class and he's good at practically everything. I had invited him to church lots of times, but he never came. He didn't seem interested in camp, either. I was pretty sure he had never received Jesus as his Saviour.

I stood there, letting Mitch get farther and farther away. I was sure he'd never find out that I was baby-sitting. Then Philip let out a scream. He had dropped his precious flower.

Naturally Mitch heard the scream and turned around. When he saw me, he jogged back to the stroller and looked at Philip and his dumb flower.

"Hey, that's the Hendrix kid!" Mitch said. "What are you doing with him, Rich?"

My face grew hot. "I-uh-I'm baby-sitting," I told him.

Man, I thought Mitch was going to laugh his head off. "Baby-sitting!" he hooted. "That's a girl's job!"

"My sister was busy," I said. "Besides, I need the money."

He stopped laughing. "I'd really have to need cash pretty bad before I'd take care of some kid."

"I need the money for Bible camp," I replied. "It's just two weeks away and I wouldn't miss it for anything." I started listing some of the activities.

"Wait till the guys at school hear you're a baby-sitter!" Mitch interrupted. "Well, I have to go. See you at school on Monday."

I took Philip home and the rest of the morning was all right, I guess, but I didn't feel so great. My Sunday School teacher was always telling us we should be good witnesses for Jesus to our friends. Now Mitch was going to spread the story about me baby-sitting all over school. How could I be a good witness with everybody laughing at me?

Mama was smiling when I got home. "Mrs. Hendrix just called," she said. "She was so pleased with your baby-sitting this morning that she'd like to have you back again Monday afternoon. She has a dental appointment."

"Thanks," I replied. "But no thanks."

"Why not?" Mama asked.

I was going to tell her, when the phone rang. It was Mitch!

"Maybe your camp won't be so bad after all," he said.

I stared at the phone. I could hardly believe my ears! "No, it'll be great," I agreed. "How come you changed your mind?"

"Well, I figured that if it was special enough to make a guy like you baby-sit to earn money, it must be pretty good," he said.

"Right," I told him. "You'll like it a lot."

"I'll see you, Rich," he said. Then he hung up.

Mitch was going to camp! He'd have a great time, but he'd also hear about Jesus. And all because of Philip and that flower!

"Mama, would you call Mrs. Hendrix for me, please?" I asked. "I'll be able to baby-sit on Monday, after all!"

TRUE ADVENTURES

drawn by Berthold Tiedemann

A DOLL FOR JOSIE

by IRENE AIKEN

JOSIE, A 10-YEAR-OLD NAVAJO INDIAN GIRL, SITS AND PLAYS WITH HER ONLY DOLL, ONE SHE HAS MADE FROM A CORN COB. HER FATHER WORKS FAR AWAY IN A BIG CITY. SOMETIMES HE SENDS MONEY HOME -- OR A GIFT TO HER BROTHER. BEING A GIRL, JOSIE GETS NO GIFTS. SUDDENLY SHE HEARS THE ROAR OF AN ENGINE . . .

JOSIE WATCHES AS MR. TAYLOR, THE MISSIONARY, HANDS OUT BLUE JEANS, SHIRTS, COATS, AND SWEATERS -- ALL CLEANED AND PRESSED. AT THE BOTTOM OF THE BOX ARE SOME DRESSES.

AND IN GREENVILLE, TEXAS . . .

You're Clumsy
continued from page 1

He wouldn't speak to Judy at supper and refused to play with her the next day.

Two days later he found another prancing china horse in his collection. It was almost identical to the broken one. He guessed that Judy had put it there.

"Thinks she can get me to forgive her with that cheap ugly thing, does she!" he snapped, carrying it across the hall to Judy's room.

He set the horse down on her dresser and looked at it a long minute. It was graceful and lifelike with its flowing mane and proud head. He knew Judy must have used all of her birthday money to buy it. She'd been saving a long time for a new Bible. "But this horse didn't cost as much as the one she broke," he grumbled. "She doesn't have that much money. It's ugly," he repeated and slammed her door as hard a he could.

A crash rooted him to the floor. Slowly he turned and looked down the hall. The picture Uncle Dave had sent from Japan had fallen onto his mother's desk in the hall. He hurried and picked it up.

To his horror, he saw that the silk painting had fallen on a pen in a holder. The pen had slashed through the lovely birds, painted on the silk.

"Maybe I can have the silk mended," Ralph thought hopefully. Uncle Dave had said a famous Japanese artist painted the picture. He received as much as $500 for some of his paintings. Ralph wondered if this picture had cost that much.

"What will Mother say?" he worried. He remembered how she had warned him about slamming doors. He hadn't thought it would jar a picture off the wall. He swallowed hard and dug the Scotch tape out of the desk. Maybe he could patch it so the tear wouldn't show.

Just then the front door opened and he heard his mother come in, then go to the kitchen. His heart raced. Quickly he turned the picture over and laid a strip of tape on it.

"Ralph, what are you doing with my picture?" He hadn't heard his mother come up behind him.

"I—it fell, Mom," he stammered.

"But how?" Mother questioned. "I thought it was up there safely."

"I—I slammed Judy's door," he admitted, hanging his head. "I'm awfully sorry, really I am."

"But what were you doing in Judy's room?" she asked.

"She gave me another china horse. I was giving it back," he said.

Mother sat down on the desk chair and pulled Ralph to her. "It's too bad about your pretty miniature," she comforted. "You worked hard and sacrificed to buy it. Everyone is sorry it got broken, Judy most of all. But you haven't forgiven her. Do you think I should forgive you?"

Ralph studied the scuffed toes of his sneakers. "I know just how she feels now. I sure wish I'd been nice to her," he admitted.

"It isn't too late," Mother reminded him, taking a New Testament out of the desk drawer. "One time Jesus told a story about forgiving. A servant begged his king to forgive him a huge debt. The king did so. But then the servant went out and had a fellow servant put in prison for owing him a small debt." She leafed through the New Testament until she found Matthew 18.

"I know the story," Ralph admitted, taking the Book.

"How does it end?" Mother asked.

"Well, someone told the king what happened so he had the first servant thrown in jail. We had the story in Bible School. I thought I knew it well but I guess I didn't know it enough to live it."

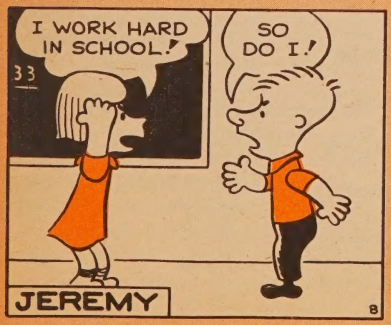
He raised miserable eyes to his mother. "I guess I'm like the mean servant. I'll read the story again, but first I'm going to get the china horse from Judy's room. It's really a cool miniature. I'll tell her so. And I'll tell her I forgive her for breaking the other one."

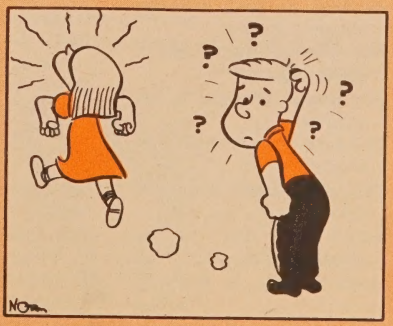
"And I forgive you for ruining my picture," Mother assured him.

Ralph carried the new china horse to his room and placed it on the shelf with his collection. Yes, he decided, it was every bit as nice as the first one.

Then he knelt by his bed and thanked God for a mother who understood and didn't just scream. "And, dear God, help me to forgive others like You want me to. Help me to control my temper so I won't slam doors. In Jesus' name. Amen."

Then he hurried out to find Judy. He felt so good, knowing God had forgiven him. He wanted to share the good feeling with Judy as quickly as possible.





TRUE ADVENTURES

drawn by Berthold Tiedemann

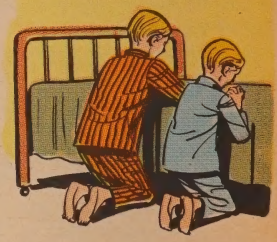
OUR FRIEND WOLF

by PAULINE STEELE

PHIL AND MARK DANNER, 10 AND 8, ARE PLAYING IN SOME EMPTY PACKING BOXES. THEIR NEIGHBOR'S DOG, WOLF, JOINS THEIR FUN. THEN...

JUST THEN, THE DOG'S OWNER, MRS. PRICE, HURRIES OUT OF HER HOUSE...

THE BOYS THANK THE MAN AND THEN RUSH HOME, SCARED STIFF AFTER THEIR CLOSE CALL. THAT NIGHT THEY THANK GOD FOR KEEPING THEM SAFE. INDEED, "THE ANGEL OF THE LORD ENCAMPETH ROUND ABOUT THEM THAT FEAR HIM, AND DELIVERETH THEM" (Ps. 34:7).



Poems & Rimes

MY THOUGHTS

We should love Jesus and follow His way,
And live much better for Him each day.
Thank Him, love Him, pray to Him too,
All of these things are good to do.
Be kind to your enemies, though it is hard,
And remember the sick with a get-well card.
God likes us to be kind to one another.
This even includes a sister or brother.
Obey your parents and do all these things,
You'll soon find the joy obedience brings!

Lynette Nannenga, 10, Rensselaer, Indiana

GOD'S LOVE

God's love is my love and God's love is kind.
God's time is my time and God's time is thine.
God's house is my house to worship in and love.
For Jesus is praying in heaven above.
God's Word is my Word to love and impart.
God's love is my love that grows in my heart.

Patricia Todd, 11, Anderson, South Carolina

OF RAIN AND BIRDS

Rain,
Soft pattering,
Entrance of spring,
Keeping life from thirsting.
Water
Birds,
Light flyers,
Helping one another.
I love all birds,
Beauty.

Sheri Nystrom, 10, St. Charles, Illinois

GOD IS THERE

God is there when you're feeling alone;
He's there when you're far, far from home
He hears you when you cry or sigh.
He even hears you when you lie.
He hears you when you pray each day;
If He's in your heart, He's there to stay.
Even though He sees your sin,
He'll come to your heart, if you'll let Him in.

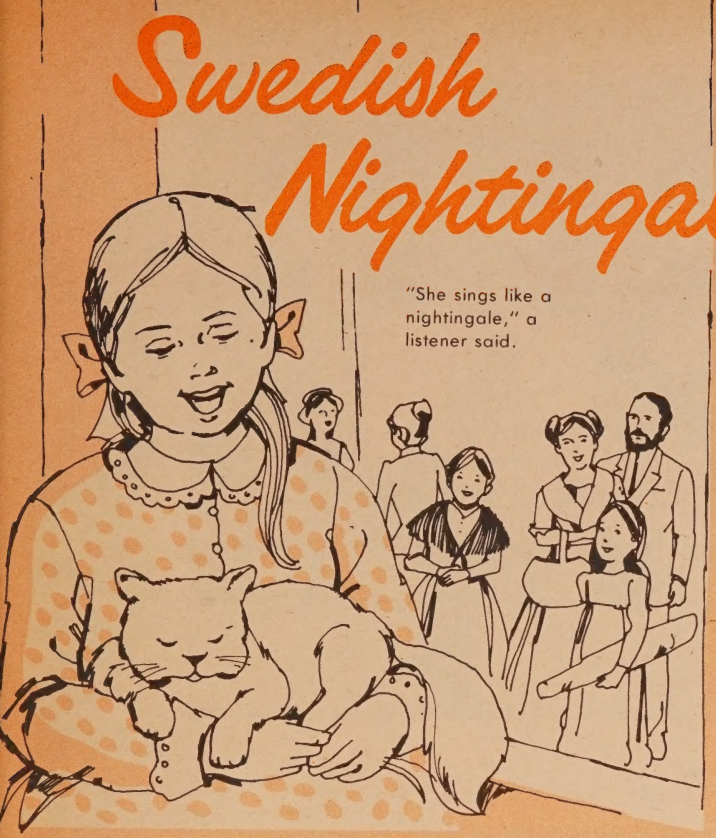
Lynette Nannenga, 10, Rensselaer, Indiana

MY WONDERFUL GOD

I stop to think about my wonderful, wonderful God—
about His wonderful works.
I look around and everywhere are God's beautiful creations—
the snowflake on my hand,
the rocky mountain ledge,
the little animals He made.
They're all different.
No two are exactly the same.
So praise the Lord!
Praise His holy name!

Tammy Newton, 11, Yorkshire New York

Swedish Nightingale



"She sings like a nightingale," a listener said.

A TRUE STORY
by Josephine Bulifant

JENNY LIND sat at the window, singing to her pet cat. The window faced a busy street in the city of Stockholm, Sweden. Many people passing by paused to listen to her lovely voice, but she did not notice.

"She sings like the nightingale," a listener said. (The nightingale is known for its unusual musical ability—its variations and high sweet notes.)

Suddenly Jenny looked out and saw a servant girl staring at her with her mouth open wide. Jenny noticed then that others had stopped and were staring too.

Embarassed, Jenny turned away and spoke to her cat. "Why do people stare at me so, Kitty?" she asked. "You're not rude like that." The polite cat purred, curled up, and fell asleep.

Jenny lived with her grandmother and older half sister Amelia. Their mother lived and worked in their home village some distance away. She was too poor to have the girls with her. Jenny was nine and the year was 1829.

Her best friend was *Bestmoder*. That's Swedish for grandmother. One day when she was only three her grandmother had found her hiding under the piano. She had been picking out tunes on it after hearing soldiers march by to a rousing band number. She was afraid *Bestmoder* would scold.

But *Bestmoder* had been amazed and told Jenny she could pick out tunes on the piano whenever she wanted to. She also encouraged Jenny to sing. "God has given you a wonderful gift, child," she told her. "Sing to praise Him."

The servant girl who had heard Jenny sing at the window hurried home and told her mistress about the little girl. "I'm sure no child ever lived who had so sweet a voice!" she exclaimed.

"I'd like to hear her myself," the lady said. (She was *Mademoiselle* Lundberg, a singer in the Royal Opera.) "Take this note to the child's house."

Bestmoder was surprised when she read the note inviting Jenny to come and sing for the opera star. She wrote to Jenny's mother and asked her to come and take Jenny to see *Mademoiselle*.

Jenny was excited. She loved to sing for anybody. She was a plain girl but had lovely golden hair. She brushed it till it shone and wore her best dress.

Mademoiselle Lundberg was very kind and made Jenny and her mother feel at home. Jenny's heart overflowed with joy when she was asked to sing.

As the lady listened, tears came to her eyes. "Wonderful!" she exclaimed, smiling. "Mrs. Lind, your child is a genius. You must have her educated for the stage."

"Not for the stage!" Mrs. Lind objected. "I fear that such a life would harm my daughter. I want her to grow up loving the Saviour."

"Then she must have a good voice teacher," the lady said.

"I can't afford to give her a musical education," Mrs. Lind said sadly. "I've often wished I could."

"Then I will send you to my friend Herr Croelius. He's a singing master and Court Secretary."

Herr Croelius smiled at the plain little girl who had come with her mother to sing for him. He gave her a sheet of music.

Jenny saw that it was familiar and threw back her head and sang right from her heart. As she sang, her face became beautiful and the man's heart was touched.

"I must take her to Count Puke, head of the Royal Theatre, and tell him what a treasure I have found," the duke told Mrs. Lind.

The busy count was impatient. "She's too young. I don't have time to hear her," he said.

"If you refuse, I will teach her myself and someday she will astonish you!" said Herr Croelius.

The count was surprised at this out-

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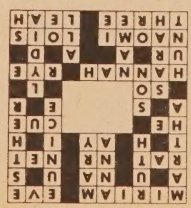


solution to page 4 puzzle

continued from page 3

burst and agreed to listen. After Jenny had sung, he said, "Jenny is no ordinary child. I will enroll her in the King's School of Music. All expenses will be paid and she'll have the best training."

Mrs. Lind consented, then went home to share the news with *Bestmoder.* "O Mother," she said, "I hope I have done the right thing. I hope I am not sending my child into a life of worldliness and sin."

Bestmoder looked up and murmured, "I shall ask God's protection upon her each night, and God will keep her from all harm."

Jenny studied 11 years in the King's School, living in an apartment with her mother who boarded other students. *Bestmoder* did not live to see Jenny become a famous artist-singer. But God answered her faithful prayers. Fame came early but did not spoil this sweet Christian girl. She sang publicly for the first time when only 18 and all Sweden loved her.

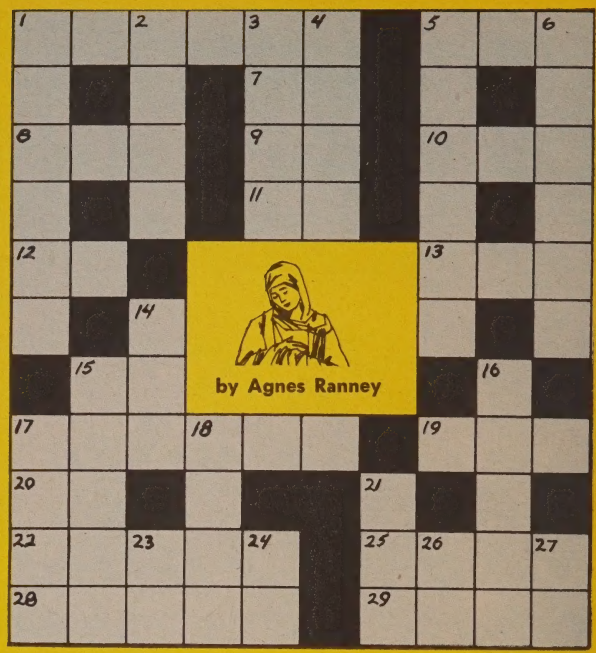
She studied a year under a great teacher in Paris, then sang opera all over Europe and England. When she was 30, Jenny had a great spiritual encounter with the Lord Jesus Christ. She gave up opera and gave concerts instead, singing with Otto Goldschmidt as her accompanist. She married him in 1852.

They travelled to England and the U.S.A., giving concerts in churches and concert halls. Her favorite song was "I Know that My Redeemer liveth" from the Messiah.

No matter how famous Jenny became she never grew proud. She would sing as gladly for one sick person as for thousands. Much of her earnings was given to Christian work to help the poor. She started a school for underprivileged girls so they could have an education and Christian training.

Jenny, the Swedish Nightingale, gave her last concert in 1883, when she was 63 years old. After that she taught for three years in the Royal College of Music in London.

God allowed her to live long enough to hold her own grandchildren in her arms and teach them about the Bible and her Saviour as *Bestmoder* had taught her.



BIBLE WOMEN CROSSWORD

solution on page 3

across

1. Moses' sister (Num. 26:59)
5. The first woman (Gen. 3:20)
7. North America (abbr.)
8. Gnawing animal
9. First letter of each word—now read
10. Device for catching fish (Luke 5:5)
11. Last two letters of the word—today
12. Masculine pronoun
13. Hint for the next person who is to follow in a play or program
15. South (abbr.)
17. Mother of Samuel (1 Sam. 1:20)
19. A food grain used in a dark bread
20. The land Abram left (Gen. 11:31)
21. First letter of the alphabet
22. Mother-in-law of Ruth (Ruth 1:8)
25. A godly grandmother (2 Tim. 1:5)
28. "Trinity" indicates the number _____
29. Jacob's first wife (Gen. 29:25)

down

1. One of the sisters of Lazarus (John 11:1-2)
2. A woman devoted to her mother-in-law (Ruth 1:16)
3. A prophetess who saw the Baby Jesus in the Temple (Luke 2:36-38)
4. The mother of the Lord Jesus (Matt. 1:18)
5. Timothy's faithful mother, _____ (2 Tim. 1:5)
6. Her bravery saved Israel from destruction; an Old Testament book bears her name.
14. Jesus is the _____ of God (John 1:48, 49)
15. The mother of Isaac (Gen. 17:19)
16. This woman, a seller of cloth, was led to the Lord by Paul (Acts 16:14).
17. Search for game—Nimrod liked to do it (Gen. 10:9)
18. "At the _____ of Jesus every knee shall bow" (Phil. 2:10).
21. "_____ have sinned" (Rom. 3:23).
23. Either this _____ that
26. Old English (abbr.)
27. Hush! (Also the abbr. for the word sheep)

the Universe, Our Home

with Marvin K. Mayers, Ph.D.

Today's Exploring God's Wonders article was written by Dr. Marvin K. Mayers. Dr. Mayers is chairman of the department of sociology and anthropology at Wheaton College in Wheaton, Illinois. He is an ordained minister and teaches Sunday School. He worked for 13 years in Guatemala with Wycliffe Bible Translators.

Marvin K. Mayers

OUR UNIVERSE-HOME is a fantastic system, made up of many parts. God has put these parts together in delicate balance.

Genesis 1 lists the parts: light; firmament or sky; sun, moon, and stars; grass and trees; birds and fish; animals and man.

When God saw that all these parts were working together smoothly and would keep on for a long, long time, He rested. He celebrated. He turned to other matters. Not that He ignored our universe-home. Oh, no!

Sin caused the world system to get out of balance. God sent the Flood to hold down the growing evil in our world.

Later, God sent His Son to balance our system by offering men cleansing from sin.

You see, God had told man to keep the system in balance at any cost. He said, "Subdue it [the earth]; and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth" (Genesis 1:28).

Adam obeyed God at first. He started out by naming all the animals. But after Adam sinned, men disobeyed God. They treated themselves and others and the world around them just as they pleased.

God tried working with men through Abraham. He gave Abraham's people, the Hebrews, commands about how to take charge of themselves and their world.

God told them to rest themselves, their animals, and their land, every seventh day or Sabbath. He also said they were to rest every 49th and 50th year. They would

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The Universe, Our Home
continued from page 1

not plant crops for two whole years!

Interestingly, the people didn't complain—at first. As long as they gladly obeyed God, He saw to it that they never went hungry. The years they did grow their food, God sent rain and sun as needed. The years they didn't grow food, they had plenty left from previous years.

I wonder if we take care of our world as carefully as the Hebrews did? Or do we too often use it without thought of others or our future?

Are you fulfilling God's command in Genesis 1:28 to care for His universe—your home—and for your own body? For instance, do you get the rest and food you need to grow strong and keep well?

Are you careful not to throw waste-paper out of car windows? Do you clean up after a picnic? Are you careful not to drop papers on sidewalks, fields, in creeks, or yards as you walk home from school?

Do you always turn off faucets and lights when you aren't using them?

Are you careful to put out any fire you build outdoors?

Do you protect harmless birds, snakes, and other wildlife around your home?

Is your family careful to fertilize or renew land if they farm or garden?

Jesus told us who believe in Him that we would be witnesses through our lives and words. True, we go to church, read our Bibles, pray, and tell others about salvation in Jesus. But our behavior toward the world God has given us to live in is an area for witness too. It tells those around us whether or not we care about them and their happiness.

God has given us a truly wonderful universe-home in which to live. We fulfill part of His plan for us when we help keep it a fit place for ourselves and others and those who will live after us.

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Things TO MAKE AND DO!

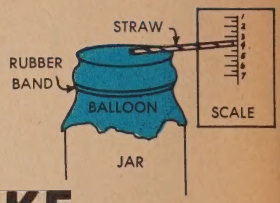
Have you ever wished you could predict weather? A barometer will help you.

A barometer is an instrument that weighs air. You see, the air around you pushes down on everything with great force. Just as a scale measures your weight, so a barometer measures the weight or pressure of air on it.

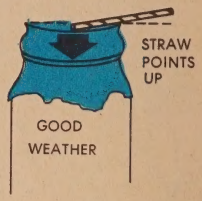
The normal sea-level reading on a barometer is 29.53. Cold air is heavy. It brings a high and the barometer may rise to 34. Warm air is light and may bring a low reading of 28 and rain.

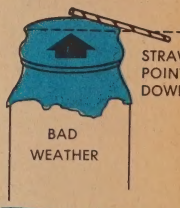
If you'd like to make a simple barometer, collect the following items: milk bottle or jar; glue; a piece of straw about 4″ long; a piece of rubber balloon; a strong rubber band; cardboard with a scale marked on it.

1. Fasten the balloon over the mouth of the jar with the rubber band.
2. Glue the straw near the center of the balloon.
3. Place your scale behind the jar so the straw points to it.
4. Put the jar in a place where the temperature won't change.
5. Watch your barometer and write down the numbers the straw points to. If the straw points up, you may expect good weather. If it points down, you may have rain.



MAKE YOUR OWN BAROMETER





JUNIOR POWER/LINE PAPER

JUNE 11, 1978

COUNSELOR

A TRUE STORY
by Irene Aiken

"IT'S only two days off. I just have to get a tire for my bike," Lloyd Nixon said to his older sister, Irene, as they walked home from school one spring day.

"Don't look at me," Irene said. "I'm as broke as you."

"Well, if I don't get one, I can't go on that bike trip. And I just can't miss it!" Lloyd said.

"Oh, it's not all that great—just the boys from your Sunday School class biking to the beach," Irene said. Then she looked at him more sympathetically and added, "Maybe Dad will give you an advance on your allowance."

"He made me agree not to ask for any more advances," Lloyd said. "If only I could find a mowing job—or some way to earn $2. I could fix the old tire for that price."

"Ask Mom," Irene suggested. "She may lend you the money."

"Dad would've told her not to. You know they stick together," Lloyd said, shaking his head. He kicked a pebble, sending it flying into a fence by their yard. It almost hit the bike with the flat. "It's hopeless," he moaned.

"Well, I guess no bike means no trip," Irene commented as she headed toward the house.

Lloyd frowned at her back, as if it were her fault he'd ruined his back tire. He'd hoped she could help him.

He turned and started down the street to find some lawns to mow. But as he looked, he could see that all the yards were neatly mowed already. "You'd think at least one person would need it done," he muttered to himself.

"I know!" he exclaimed. "Old Mrs. Nelson." Then he frowned. No, that wouldn't work either. She was so poor. She needed her money for food and rent.

Suddenly he heard the sound of footsteps behind him and turned to see Irene running after him. "Here," she said. "I fibbed. I had a dollar Gramps gave me. I was saving it, but I'll lend it to you. Maybe you can earn the rest some way."

Lloyd looked hard at his sister. She was 12—two years older and usually didn't have much to do with him. Why was she helping him now? he wondered.

He took the dollar she held out—a silver dollar she'd been saving. "Thanks, Sis, I appreciate it. I'll pay you back soon. I promise."

"Gotta hurry and do dishes," Irene said. "Don't give up on the other dollar."

When she was gone, Lloyd looked up at the sky and smiled. Last night he had prayed about his need for a new tire. Maybe God had made Irene share her money. Did God care, though, whether or not he got to go on a bike trip?

His Sunday School teacher had said God did care.

Lloyd stared hard at the round silver dollar in his hand. There must be a way to get more!

That night he dreamed of fantastic ideas for earning money. The next day in school he had trouble listening. Time was short. Tomorrow was the day of the bike trip.

Back home again, he sat on the steps and looked at the bike with its flat rear tire. He'd have to stay home now. That's all there was to it.

Just then he heard his mother calling him. She came to the door with a large jar in her hands. "Lloyd, will you run over to Mrs. Nelson's with this jar of soup, please?" she said, handing it to him. "And ask her if she needs any errands run, and do them."

"OK," he said, starting out down the street.

Mrs. Nelson was grateful for the hot soup. She didn't cook much now so Mother often sent food over. When he asked about errands, she gave him a grocery list and a $5 bill.

continued on page 3

EXPLORING GOD'S WONDERS
with John Leedy, Ph.D.
and Don Mainprize

MARVELS of the PLANT KINGDOM

DID you know that plants are the world's largest living things—and they are among the world's tiniest things? They are also very important in our everyday life.

Scientists believe that there are more than 335,000 kinds of plants.

Today, when you sit down for lunch, count how many of the foods come from plants. You may be surprised.

Much of your clothing is also made from plants—cotton for instance, and linen. Some jungle tribes make their clothes from the inner bark of wild fig trees. And some of our synthetic (man-made) cloth is made from wood.

The paper in your schoolbooks and this copy of COUNSELOR as well as most of the framework of your house are made from plants. Trees, you see, are just big plants. There are some really big ones too. The tallest living thing in the world is a redwood tree north of Eureka, California. This giant soars 368.6 feet in the air. That's about 12 times higher than an average two-story house or four times as high as the big blue whale is long.

This tree is quite young as such trees go—about 400-800 years old. It could grow another one or two thousand years. Though it may not grow much taller, it will continue to grow bigger around.

The smallest plants are one-celled bacteria (see pictures). You need a microscope to see them.

When certain of these plants infect your body, you can become very sick. The round kind (cocci, pictured below) causes pneumonia. Another round one gives you boils.

Another bacteria—a rod-shaped one—infects food when it is not properly preserved and makes the food deadly poisonous. The dreadful disease of leprosy told about in the Bible is also caused by a harmful bacteria.

But don't get the wrong idea about these midgets. They aren't all bad. Life on our earth would disappear without them. For example, some bacteria cause dead material to decay. If these bacteria disappeared, all living things would soon be crowded out of the world by dead things.

Certain bacteria help add life-giving nitrogen to the soil. Nitrogen is one of our most important plant foods.

Believe it or not, you are carrying millions of bacteria around in your body. They're in your nose, mouth, and throat; on your skin; in your lungs, stomach, and intestines. Many of these plants are helpful. Some, for instance, help your digest your food.

However, others can become your enemies. If you do not take care of your body, armies of bacteria can attack you. They multiply rapidly.

If conditions were right in your body, in 24 hours one plant could produce over 16,000,000 new bacteria. In 48 hours there would be hundreds of billions. Fortunately conditions are never perfect.

The best way to stay healthy is to eat the right food, keep your body clean, and get plenty of sleep. That is your part in controlling your inner plant garden.

But you do not face the enemy bacteria unprepared. God has designed your body to keep much harmful bacteria out.

For example, tears wash bacteria from the eyes. In your nose, mucus and tiny hairs called cilia catch millions of germs. Saliva in the mouth and acids in the stomach kill many kinds of germs.

Some interesting and very valuable plants are algae [pronounced AL-gee]. If you've taken a boat ride or gone fishing, you've seen algae. You probably called them seaweed or scum.

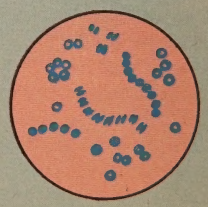
Algae comes in all shapes, sizes, and colors. Pond scum is a very tiny pale green variety. But one kind of brown algae called kelp grows up to 200 feet long. (See the drawing.)

Algae looks kind of useless and slimy. But the ice cream and chocolate milk you enjoy contain algin. Algin is a product that comes from ocean kelp. It keeps chocolate from settling to the bottom of the glass and makes ice cream smooth.

Our national space program scientists are checking on uses of algae, too. When we send a man up in space for a long period of time, he may take algae with him. Perhaps several tanks of chlorella, a microscopic alga, will help supply the astronaut with oxygen and some food.

Think of the hundreds of thousands of kinds of plants in earth's plant kingdom. God has put most of them here for man's use or pleasure. The Bible says, "He causeth the grass to grow for the cattle, and herb for the service of man: that he may bring forth food out of the earth" (Psalm 104:14).

The biggest living thing in the world is a redwood tree north of Eureka, California. The smallest plants look like the bacteria (below) seen under a microscope.



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COUNSELOR

JAMES R. ADAIR *Editor* • DON CRAWFORD *Executive Editor* • GRACE FOX *Publication Editor* • RICHARD TURNER, Ed. D. *Education Editor* • SAM POSTLEWAITE, STAN MICHALSKI *Art and Production.*

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JUNIOR POWER/LINE PAPER

COUNSELOR

JUNE 18, 1978

MISSING PIGEONS

A TRUE STORY
by Hilda V. Richardson

"SURE wish I had some pigeons," said Steve.

Bob opened the pigeon house door. He waved his arms and shouted, "Shoo! Scram!"

There was a gust of wind from flapping wings as the pigeons flew past the boys and up into the sky.

Steve shaded his eyes as he watched them. "They look beautiful up there," he said.

"Yeah," Bob nodded proudly.

"Bob!" cried Steve. "Something's wrong with one pigeon! It's falling!"

"It's OK. That's what 'tumblers' do," said Bob as he filled their drinking dish with clean water.

"Look at him now! A backward somersault!" cried Steve. "I never knew pigeons did things like that."

"Birmingham Rollers are real acrobats," explained Bob, pouring red grit into a feeder.

"Sure wish I had some pigeons," said Steve a second time.

"Why don't you get some," suggested Bob. "My folks gave me my first pair for my birthday. I saved up and bought two more pairs."

"I could never save enough money. I'm supposed to buy my shoes and haircuts with the money I earn." Steve's face sagged.

"Don't give up. You'll find a way." Bob measured out the pigeon feed. "Until you get some, you can enjoy mine."

"You're a pal," said Steve gazing up at the antics of the tan and white 'tumblers.'

On Saturday morning, between mouthfuls of cereal, Bob talked to his mother. "After I do chores, I'm going to take two pigeons over to Grandma's and let them fly home. Will you time them, Mom? I want to find out how long it takes them."

"Sure," agreed his mother. "I'll watch for their return and check the clock."

Bob went out to clean the pigeon house. He was back in no time at all, out of breath and shouting. "Guess what! The pigeons are gone! There's not a pigeon left."

"Are you sure you shut the pigeon house door last night?" asked his mother as she followed him out.

"I'm sure," Bob replied.

They knelt to examine a few feathers on the ground.

"It couldn't have been an animal," reasoned Bob. "Animals don't open doors."

"There has to be a reasonable explanation," his mother said. "Think hard. How many people know you have pigeons?"

"Everybody in my class," Bob said, feeling like he was going to be sick. Then he pounded one hand with the other fist. "I know! I know who took them!"

"Who?" asked his mother.

"Steve! That's who! Just yesterday he kept saying how he wished he had some pigeons."

"Now be careful, Son." His mother's tone was serious. It's bad to accuse someone of something he didn't do.

"But he did it," insisted Bob. "Who else would?"

"You'd better do some detective work and see what you can find out," his mother suggested.

That night at dinner Bob fretted. "I'd sure like to know where my pigeons are." Then he added under his breath, "I still think Steve hid them somewhere. Some friend he turned out to be!"

"I don't believe Steve would do a thing like that," his father put in. "You've been friends all your lives. He's never done anything like that."

"But, Dad, you've said many times that there is a first time for everything!" Bob flared.

"Well, son, I think the best

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"Scram! Everybody out!" yelled Bob.

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thing for you to do is to pray about the problem," his father answered. "There are two people who need prayer."

"Two?" Bob raised his eyebrows.

"The one who took the pigeons and the one blaming someone without proof!"

After a long silence Bob looked up. "OK, Dad. I'll pray about it."

That night Bob prayed, "Dear God, you know where my pigeons are. Help me find them. Forgive me for accusing Steve without proof. Amen."

A pounding on the back door awakened Bob early Sunday morning. It was Steve, all excited. "Joe told me your pigeons had been stolen. Last night I heard cooing noises in a shed behind the garage next to Fred's house. I got up at daybreak this morning and looked. Sure enough. There are pigeons in there and they look like yours!"

"No kidding!" cried Bob. "I'll be dressed in a minute."

Cautiously, the boys crept into Fred's yard. They had to rub some of the dirt off the shed window in order to see inside.

"My pigeons!" cried Bob. "My very own tumblers!"

He forgot to keep his voice down. A voice behind them made them jump. "Prowlers! Thieves!"

It was Fred.

"You've got my pigeons in your shed!" declared Bob.

"Yours?" Fred cried. "You think you're the only one in town with pigeons? Just try and prove it."

"They have red bands on their legs," said Bob.

"Lots of pigeons have red bands," Fred retorted. "You'll have to do better than that."

"OK. Open the door," Bob ordered.

"Are you crazy? Do you think I want my pigeons to fly away?" said Fred.

"If they're your pigeons they'll come back here," said Bob.

"You think you can trap me," Fred said, turning around.

"You're scared to open the door," shouted Steve. "Just plain chicken!"

"Who are you calling scared and chicken?" demanded Fred scowling. "You'll see. They'll come back!" With shaking hands he unlocked the shed door.

The pigeons flew free. Higher and higher they climbed. They circled several times and took off toward the southwest. The boys followed.

Fred hung his head when he saw the pigeons land on the loft in Bob's yard. "I'm sorry. You win," he said. "I just had to have some pigeons."

About that time Bob's mother appeared. "Oh! The pigeons are back. Were they where you suspected?" she asked Bob.

"No, Mom," Bob said, as his face turned red. He was glad the two boys were not looking at him. He was also thankful that Steve didn't know whom he had accused.

"I'm glad you got your pigeons back," said Steve. "I've got to get ready for Sunday School. See you later, Bob."

"OK. Thanks for finding my pigeons," Bob called after Steve. "When I raise some squabs I'll give you a pair —and you too, Fred."

"Me? You'll give me some young pigeons? Wow! Thanks!" said confused Fred.

"Why not go to Sunday School with Steve and me this morning? You'll like it."

"OK, I will," agreed Fred. "Nobody ever asked me before."

Bob laughed as he and his mother went into the house. "There's a first time for everything," he said.

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told by Jeanne Toussaint, 14
written by Karen Toussaint

"IF YOU tip over, I'm not going to help you," said my sister, Becky. "I'm not even going to talk to you, tag-along!"

Flipping her brown braids, 12-year-old Becky dropped her end of the red plastic playak (a kid-sized kayak) on my toe. Then she flounced over to the older girls she liked to hang around with.

I pulled my tennis shoe out from under the playak and looked at it gloomily. I could feel hot tears gathering and blinked fast. I wouldn't give Becky the satisfaction of making me cry even though I was only 10 and the smallest kid in camp.

Sisters don't always get along as well as friends, and we were no exception. The leader of our Bible club at home in Bel Air, Maryland had said, "Pray for strength to get over the rough spots. Then trust God to help you." Well, I had prayed and this was certainly a rough spot.

Mom had made Becky agree to come to camp with me since we both wanted to learn playaking. That meant for two weeks we would go on trips in our playaks down Deer Creek in Hartford County, Maryland.

Becky had grouched. But Mom gave her standard lecture: Sisters should stick together. Plenty of people outside the family would try to hurt my feelings without her doing it too.

Now we were about to take the playaks out on the creek for the first time. Our leader Norma blew her whistle and started a speech about playak safety. Since it was our first time away from practice in the pool, we all listened.

"Keep your tennis shoes on, even if they get wet," she said. "Always hang onto your paddle. Hang onto your playak if you tip over. It won't sink, so don't worry if it fills up. Just get out, tip it over, and spill the water out.

"If you see anyone in trouble, stop and help. And don't be afraid. You've all got life preservers on. Any questions?"

Mr. Bob, the camp director, was waiting to drive us and the playaks in a truck to our launching area. We carried the playaks to the truck on our heads.

I felt sorry for myself as we jolted along the dusty road in the truck. I knew God would see that I made out all right. In the meantime my toe hurt, Becky was laugh-

One by one we stepped out onto the roof of the front porch into the moonlight, then climbed down the big tree by the house.

COWS IN THE CORN

A TRUE STORY
by Ellen Steele

DAD looked grim when he sat down to supper. We knew he was angry and itched to know what was wrong. But when Dad looked like that, we knew better than to ask.

"It's a shame," Mom said, as she filled Dad's coffee cup again. "You'd think that man would take better care of his cattle."

Dad stirred his coffee so hard that it spilled.

"How much corn did they get?" Mom asked.

"About an acre along the road," Dad replied.

Mom groaned. "And we were counting on that to help us get new furniture for the boys' room."

Bill, Al, Paul and I looked at each other. We had been looking forward to having new bunk beds that didn't wobble and new mattresses without lumps and holes. Now we couldn't have them.

The whole family was pretty quiet that evening. Al and Bill, my older brothers, played three games of checkers without one argument. I looked at bunk beds in the mail-order catalog. I could tell Paul, the youngest, was thinking about those beds, too. He lay on the rug for a long time just spinning the wheels of his toy car.

Since we weren't having any fun, we were glad to go upstairs when Mom said it was bedtime.

"Those mean old neighbors!" Al growled, yanking off one shoe and throwing it into a corner.

"They're just too lazy to fix their fences and keep their cows at home," I said. I jerked off my shirt and popped a button.

"Now we have to keep sleeping in these rickety old beds!" Paul wailed.

"Why did those cattle have to cross the road and eat our corn?" muttered Bill. "Why didn't they eat at home?"

"I'd sure like to get even," sputtered Paul.

"Yeah," I agreed.

"Why not?" Bill asked.

"It wouldn't be right," Al said.

"Well, it wasn't right of him to turn his cattle out to eat our corn! Somebody should teach him a lesson. It might as well be us," said Bill as he

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A TRUE STORY
by Irene Aiken

"GOD loves a cheerful giver," said Mrs. Bland, smiling. "And He blesses us when we give cheerfully."

The church Dodie Aiken attended had been damaged in a bad windstorm. Her Sunday School teacher was urging the class to earn some money to give toward the fund for repairing the building. And the girls were excited about helping.

"I'm going to do so many dishes my hands will be red," Margie said, laughing. "And I can babysit too." Other girls in class said similar things.

Dodie wanted to give something, but she didn't know how she could earn the money. Her parents couldn't pay her for helping. And she didn't know anyone she could baby-sit for.

"Will you read 2 Corinthians 9:7 to us, Dodie," Mrs. Bland asked.

Dodie found the verse in her Bible and read aloud, " 'Let each one do just as he has purposed in his heart; not grudgingly or under compulsion; for God loves a cheerful giver' " (NASB).

No one seemed to notice that she wasn't talking about how she would earn money to give. But suddenly she thought of something. Her birthday was coming soon. And Grandmother usually gave her money. Perhaps she could bring that to God.

Then she remembered the skates! Her roller skates were so old the wheels weren't round anymore. Her brothers Charles and Woody had both used them.

And Fiesta Day was coming soon with roller skating races and other contests. Dodie was a good skater. If she had new skates, she'd be sure to win a race. But if she gave her birthday money at church, she'd be stuck with the old skates.

Mrs. Bland was reminding them again that no matter how small a gift was, God would be glad—if it was given cheerfully. "The widow gave all she had," said Mrs. Bland. "It wasn't much but Jesus said she gave more than all those rich men." Mrs. Bland smiled. "So don't fret because others may give more than you can."

Dodie felt her face getting red. Was Mrs. Bland looking at her? She smoothed out her dress and jumped up quickly when the bell rang to dismiss them.

"What are you going to do to earn money?" Margie asked, grabbing at Dodie's arm as they hurried to the preaching service.

"I'm not sure yet," Dodie answered. "I'll have to think it over."

And she was still thinking it over in her room later that day as she lay on her bed. Her brothers were bouncing a basketball against the house outside her room—bomp, bomp, bomp. Finally, she got up to ask them to stop.

Standing at her window, she overheard what they were saying:

"Dad said I *have* to spend my money to buy Dodie a present for her birthday. Imagine, he *makes* me do it!" That was Charles, her older brother. From where she stood, she could see him scowling. Woody only shrugged, and she wondered if Dad had told him the same thing.

What hurt was the fact that

DODIE AIKEN

Charles had a paper route. He had quite a bit of money to spend, but had seemed very greedy lately. He had even been staying home from church.

The words she had read earlier that day about being a cheerful giver suddenly had new meaning for her. She knew now how God must feel when people gave Him gifts and didn't really want to.

She'd like to go outside and tell Charles not to buy her anything at all. But it would be best to pretend she had not heard him being selfish.

Dodie ran to the kitchen and put the dishes in the

Standing at her window, she overheard what they were saying.

New Skates for the Fiesta

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JULY 2, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

Benny Benson wanted to enter the flag designing contest, but he couldn't think of a good design.

A FLAG OF OUR OWN

A TRUE STORY
By Mary Louise Kitsen

ONE day before Alaska became a state, the local commander of the American Legion visited the Territorial School in Seward, Alaska. Seventh grader Benny Benson sat up straight. He was eager to hear what the commander had to tell them.

The man started his talk by having the class pledge allegiance to the flag of the United States of America.

"Boys and girls," he said afterward, "someday Alaska will become one of the United States. Right now we are only a territory. When we become a state, we will be represented by a star added to these 48 stars now on the flag.

"Right now, we aren't on this flag. And we don't even have a flag of our own. Every territory has one except Alaska.

"I'm here to tell you that the American Legion is sponsoring a contest to help choose a design for the flag of Alaska. All students in seventh grade through twelfth are eligible to enter."

Benny was excited. He'd already heard that the territory had decided it needed a flag. Now he was being given a chance to design it! As he listened to his teacher encourage them to take time to think about Alaska and what it meant, Benny's mind whirled.

"Boy, I'd sure like to win!" he thought. "Wouldn't the kids and people at the mission home be pleased if I did?"

You see, when Benny was only three, his mother had died. His father was unable to take care of the large family. So he placed Benny, along with his brothers and sisters, in the Jesse Lee Mission.

The mission was a home for children. It was run by people in a church in Seward. They tried to make the children as happy as possible. Benny thought that if he won, he would be repaying some of the kindness he'd been shown.

All the boys and girls at the home who were old enough to enter the contest worked on flag designs. Benny tried and tried to think of a design but nothing seemed right.

He thought of the flags that flew from fishing boats. He thought of the flag waving in front of the mission. But he could not picture the way his flag should look.

That night Benny could not sleep. The other children had made designs. He had nothing. He got out of bed and stood looking out of the window at the stars.

One of the mission women came over to him. She seemed to know what was wrong. "Benny, take your hopes to God," she suggested.

Why hadn't he remembered to do that before? Benny had been a Christian for a long time. He should have prayed instead of worrying. Immediately, he told

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God how he loved Alaska. He told Him about wanting to win the contest for the other children and good people at the mission.

Then Benny got his idea for the flag. What he wanted more than anything was to own his own fishing boat someday and sail under the beautiful skies of his home, Alaska.

Taking a piece of paper and some crayons, Benny drew the North Star and the seven stars of the Big Dipper, coloring them gold. He made the sky blue.

Underneath his drawing, he wrote these words: The blue field is for the Alaskan sky and the forget-me-not, an Alaskan flower. The North Star is for the future of Alaska, the most northern territory of the Union. The dipper is for the Great Bear, symbolizing strength.

Yes, Benny's flag design won the contest! On a lovely, clear day in May 1927, the children of the mission watched the new flag of Alaska, designed by Benny Benson, go up on a pole in front of the mission home. What a wonderful moment it was for 13-year-old Benny, the other children, and the staff. What a wonderful day for God who gave Benny his idea!

This flag represented the territory of Alaska for 31 years. Now it stands for the state of Alaska. It represents the wonders of nature, the wonders of our Creator. And, like Benny, a boy who trusted God for an idea, it is very special.

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Double Dutch

A FICTION STORY
by Barbara A. Steiner

LAVINIA JONES, Vinny to her friends, watched the scene before her as if it were a bad TV show.

"You can't jump with us, Elsa," Patty Murphy, Vinny's best friend, was saying. "We have too many now." Then she ran in for her turn in jump rope, her red curls bouncing.

Elsa turned slowly away. Her limp brown hair was far from bouncy. Vinny noticed the white line near the bottom of Elsa's dress where her mother had let the hem down.

Patty jumped, then called Rita Gonzalas to jump with her. Rita was best friend to both Patty and Vinny. They were a trio Miss Foley said. They had been so happy this year because they were all in Miss Foley's fourth grade.

Vinny didn't feel very happy at the moment though. She remembered the Bible verse she'd memorized at Sunday School yesterday. "This is my commandment that you love one another, as I have loved you" (John 15:12).

Patty hadn't shown any love for Elsa. But neither had Vinny when she kept quiet about Elsa playing with them.

The bell announced that recess was over. Everyone hurried to get in line.

Miss Foley stopped the trio as they ran for the door. "Girls, it's hard to make friends in a new school. I wish you would help Elsa. If you are friendly to her, the other girls soon will be too."

"But Miss Foley," Patty protested. "We're a trio. You said so yourself. Besides I don't like Elsa. She's, well, different."

"We are all different," Miss Foley commented. "That's what makes our world so interesting. Lavinia's skin is black. Rita's is brown. Your skin is pink and hair is red and you have freckles. I am older than you, but we are all similar inside. If we were all like paper dolls in a chain, we'd get tired of each other."

"And you couldn't tell us apart in class," Rita said laughing.

"Will you promise me you will try to be friends?" Miss Foley continued, her arm around Patty.

"Yes," Patty said slowly.

"OK," Vinny and Rita said together.

After lunch the girls invited Elsa to play double Dutch, Vinny's favorite game. They turned two ropes at one time, each going in the opposite direction. It was twice as easy to miss.

Vinny and a fifth grade girl started turning. Vinny enjoyed the rhythm of the turning almost as much as jumping. Rita jumped first, 25 times. Pretty good. Rita, Patty, and Vinny liked to compete to see who could jump the most times.

"I'll turn," Rita said. She took Vinny's ropes, hardly missing a beat. Vinny stood bobbing back and forth. The

JULY 9, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

"They're beautiful handlebars," Marty thought proudly.

Marty, the Mechanical Marvel

A FICTION STORY
by Lorena K. Sample

"MARTY ANDERSON, don't you dare leave that pile of junk by the front door!" Patty Anderson cried.

Marty scowled at his older sister. "It's not a pile of junk. It's a bicycle that needs fixing."

"You'll have to be a mechanical marvel to turn that scrap heap into a bicycle," Patty said.

"What's a mechanical marvel?" Marty asked suspiciously. Patty was always teasing him.

"Oh, someone who is extra smart about fixing broken-down things."

"Well, I'm pretty good at fixing things," Marty said firmly.

He dragged the battered bike into the garage. Both tires were flat. The frame was bent. One handlebar was broken. Something was wrong with the chain.

"Hey, where'd you get the bike?" Tommy Dennison asked as he sauntered in.

"Some people over on Laurel Avenue put it out for the trash man and I asked if I could have it," Marty said. "I'm going to fix it up and get a paper route."

Tommy looked doubtful but he helped Marty take off the tires. Finally he said, "I guess I'd better go. Are you going to Stockade tonight?"

Marty hesitated. Boy's Stockade was a club the church had just started. The boys met once a week for games, singing, Bible study, and work on badges. Marty hadn't missed a meeting so far.

"Naw, I guess not," Marty said. "I want Dad to help me straighten the bicycle frame tonight."

Mr. Anderson also looked doubtful when he saw the old bicycle. However, he helped Marty hammer the frame back into shape.

"Say, isn't this Stockade night?" Marty's father asked.

"I didn't go," Marty said. "I thought it was more important to work on the bicycle. Then I can earn money on a paper route and have some to give to God."

"Just so you don't forget what really *is* most important," Mr. Anderson said.

Marty bought a couple of second-hand tires from another boy for 50¢ each and put them on the bicycle. Then he had problems with the chain. It wouldn't turn freely for some reason. Finally he discovered that some teeth on the sprocket were bent. Carefully he straightened them.

A neighbor gave him a half-used can of blue paint. He worked so late Friday night sanding and painting the frame that he was too tired to do more than mumble a few quick words of prayer

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after he fell into bed. Usually he knelt by his bed and thanked the Lord for all his blessings and asked Him to guide him through the next day.

"Hey, it looks good!" Tommy said the next morning. "Except—"

"Except it hasn't any handlebars," Marty agreed. "And new ones cost more money than I have."

"We have some friends way out on Holland Street," Tommy said. "The boy's name is Dan Stark. He has two or three old bikes around. Maybe you could buy handlebars from him."

Marty phoned Dan later.

"Sure, I'll sell you some handlebars cheap," said Dan.

"Can I come out this afternoon?" Marty asked.

"No, I have to work this afternoon. Why don't you come out tomorrow morning?"

Marty hesitated. "I usually go to church on Sunday mornings."

"OK," Dan said. "But I'll be gone again tomorrow afternoon."

Marty thought fast. There wouldn't be time after school during the week to hike clear out to Holland Avenue. It would be a whole week before he could get the handlebars if he didn't go tomorrow morning. Marty did not want to wait a week to ride his bike.

If he started very early the next morning, perhaps he could get back with the handlebars before church. However, it was almost noon before he got back. Holland Street was much farther than he'd realized, and he had taken a couple of wrong turns too.

They were beautiful handlebars though, Marty thought proudly, as he attached them to the bicycle later that day. In fact, it was an almost beautiful bike!

"Who wants to see me take the first ride on my bicycle?" he called into the house.

Mr. and Mrs. Anderson came out and Patty followed. Tommy and his little brother came from across the alley. Two new girls down the street stopped to watch. Old Mrs. Crenshaw peered up from her petunia bed near the street.

Marty felt very important as he wheeled the bicycle out to the edge of the street. Tomorrow he would go down to the newspaper office and apply for a carrier's job!

"Hurrah for the mechanical marvel!" cheered Patty.

Marty carefully checked the street in both directions. He swung one leg over the bicycle. It coasted smoothly down the slight hill in front of the Anderson's house. At the corner he turned and pedaled back up, grinning from ear to ear.

Then it happened.

Something snapped. There was a whirring, grating sound, then a *boing*! The front wheel went out of control. And suddenly Marty found himself lying in the petunia bed, looking up at Mrs. Crenshaw!

"Marty, are you all right?" Mrs. Anderson cried.

Marty stood up and dusted his hands. He was fine, he decided after a moment, except he felt awfully foolish having everyone see him land in the petunias.

But the bicycle was not fine. The broken chain was tangled in the spokes of the wheel. A fender was bent and a pedal broken. It was almost a pile of junk again.

Marty had to blink very hard to keep the tears from slipping down his face. He apologized to Mrs. Crenshaw and patted the dirt back into place around the petunias.

Still near tears, Marty asked his father, "How come it had to happen? I worked so *hard*."

"When I try to do something and fail," Mr. Anderson said, "I usually ask myself, 'Now what did God want me to learn from this failure?'"

Marty asked himself that question over and over again as he tried to un-

continued on page 4

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COUNSELOR

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A TRUE STORY
by Teddie Bryant

"WHAT A WAY to spend a birthday," mumbled Carolyn Bryant to herself as she sat at the table, trying to listen to the grown-ups talk. They were discussing her parents' missionary work among migrant workers in Florida. No one seemed to know she was even there.

Carolyn's birthday came in August. She and her parents usually traveled during the summer months, visiting the churches which helped support them. Her birthday was almost always spent in a new place, with very little celebration. Sure, she always had a cake and presents, but never a party with children her own age.

Tonight was no different. They were having supper with some people from the First Baptist Church in Medina, Ohio. After-

JUNIOR POWER/LINE PAPER

COUNSELOR

JULY 16, 1978

Greg Shows 'Em

beginning a 3-part
FICTION STORY
by Miriam Fay Carnes

It was quite dark out now so no one could see as he slipped the things into the back of the truck.

GREG PETERS slammed out of the house, stamped down the back steps, and threw himself down under the oak tree in the backyard. He fought hard to keep back tears of rage. Almost 12 was too big to cry. He hadn't taken his mother's pen. Why wouldn't she believe him?

He picked up a fallen oak leaf and tore it to shreds. Everything seemed to have gone sour lately.

There was the kitten he had sneaked home under his sweater and kept in his room a day and night before it was discovered. He still remembered the warm feeling of the kitten sleeping under his chin. It wasn't fair that he couldn't have pets just because his sister Anne was allergic to animal hair.

Then there had been the trip to the big league ball game last Saturday. His best friend, Jeff Summers, had invited him to go and his parents had agreed until they had learned that Jeff's big brother was to drive them.

"I wouldn't even let you ride around the block with Lee Summers, let alone take an 80-mile trip with him," Greg's father had said.

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And it hadn't helped Greg's disappointment any that the boys had made the trip without mishap.

But today had been the worst of all. Last night his parents were away. He had stayed up late, watching a movie on TV. He had promised himself that he'd get up early in the morning and study for the math test that was coming up. But when the alarm rang, he had turned it off and fallen asleep.

The next thing he knew, his mother was saying, "Greg, get up! It's 8:15. You've only 15 minutes."

Greg sprang out of bed, flung on his clothes, and dashed to the kitchen. "Will you drive me, Mom?" he cried. "Where are my books?"

"In the living room. And I won't drive you. It's your own fault you're late. Here, you'll have to make this milk do for your breakfast."

Panicky with haste, Greg gulped the milk, then ran into the living room for his books. "And a pen," he shouted, grabbing one on the desk. Then he remembered there was one in his locker so he put it back.

He was 15 minutes late to school and the class was well into the math test when he sat down. Breathless and upset, he was several minutes more getting down to work on the test. Time was up before he had finished four problems.

As he turned in his paper, he noticed one of the girls pointing to his feet and giggling. Horror filled him. His sneakers didn't match! He was wearing one white one and one old blue one.

His schoolmates had teased him in the cafeteria until he wanted to dry up and blow away.

Then when he got home his mother had accused him of taking her pen. "You know it was expensive, Greg. It was a birthday gift from Dad."

"Honest, Mom, I didn't take it," he insisted. "It was there when I left this morning."

"Don't lie to me, young man!" she stormed. "Anne saw you pick it up. It had better be here tomorrow."

What a day! He reached for another oak leaf and crumbled it to pieces. Why didn't she believe him? No one cared about him. His father had jumped him about that kitten. And his mother wouldn't drive him to school when he was so late.

He watched to see what happened in the house.

"For two cents, I'd run away," he told himself. That would show them! Only he didn't have any money—and where would he go? The police would pick him up and send him right back. Unless—. He sat up suddenly, an idea taking shape.

Across the alley, in the backyard of the house opposite, a truck was parked. It belonged to the Masons who recently had sold their furniture business. For some reason Mr. Mason had kept one of his delivery trucks. It had been parked in the yard for several weeks while the Masons were on a trip in Europe.

Greg had discovered that the inside was heavily padded. It made a good hiding place when he wanted to be alone—a soft bed to lie on and dream. Why couldn't he hide in the truck? They would all think he had run away.

He went slowly back into the house, planning what he would do. This was Wednesday. His parents would be going to prayer meeting after supper. If he said he had a lot of homework or a headache, he wouldn't be expected to go with them. When the house was empty he could gather up the things he needed.

He almost forgot his anger and hurt and could hardly eat his dinner, he was so excited. Of course his mother noticed, so he told her he didn't feel well.

As soon as his parents and Anne had left, he got his flashlight, a supply of reading material, and the sleeping bag he used for camping. It was quite dark out now so no one could see as he slipped the things into the back of the truck.

Going back to the house, he filled his canteen with ice water. He made three peanut butter sandwiches and put them in his school lunch box along with an apple and a handful of cookies and a couple of cans of soft drink. Then he went back to the truck, climbed in and pulled the big doors shut.

For a while he lay stretched out on the floor, reading by his flashlight. But when he heard his parents' car return, he snapped off the light.

With his eyes glued to the crack, he watched to see what happened in the house. Maybe they wouldn't miss him till morning. But if he knew his mother, she'd go right to his room to see how he was feeling.

Presently lights glowed all over the house. They were probably telephoning his friends, trying to find him. A guilty pang surged through him. He hoped his mother wasn't crying. He had to cling hard to the memory of how mistreated he was.

After awhile he saw a police car drive up. It stayed about half an hour, then drove away. All the lights but one went off in the house. They had probably gone to bed, hoping he'd show up in the morning.

His eyes grew heavy. He got a sandwich from his lunch box and had a soft drink. Then he unrolled his sleeping bag, crawled in, and fell asleep.

He awoke suddenly, wondering where he was. Then he remembered. It was very dark in the truck. It took him a moment to realize that something was wrong. Then he knew. The truck was moving!

continued next week

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JULY 23, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

"What if someone sees me and tells Mama?" Susan wondered.

Susan's Friend Julia

A FICTION STORY
by Olive W. Mumert

"MAMA, you know what?" Susan White let the door slam as she dashed into the kitchen.

"No dear. Please don't slam the door. What's all the excitement?" Mom asked.

"There's a new girl across the street. Her name is Julia Crane, and she's 10 years old just like me," Susan said.

"You didn't take long to make friends with her," Mrs. White said. "They haven't finished moving in yet. Is she nice?"

"Yes, She's real nice. And guess what? She doesn't have to be in until 10 o'clock at night. Why can't I stay out that late too?"

"I like to have you in before dark," Mother said. "Even in summertime nine is late enough for you to be out on the street in this neighborhood."

"Julia says her mother lets her do just about anything she wants," Susan said. "She even lets her buy her own clothes."

"Well, you usually help choose your clothes," Mother reminded.

"I guess so," Susan said hesitantly. "But you never let me get anything fancy like Julia has."

"Young girls look nicer in simple clothes." Mother sounded a bit cross, but asked, "Is Julia as pretty as her name?"

"Oh, Mama! She's real pretty!" Susan exclaimed. "I wish I could have an Afro haircut like hers. And her skin is so pretty. Why do I have to wear pigtails still and be so dark? And why didn't you give me a nice name like Julia?"

"I like Susan for a name and I like your hair like that. And your lovely dark skin is just the way the Lord sent you to me," Mother said. "I love you as you are, dear, so don't be wishing to be different." Mother laughed as she spoke and gave Susan a hug and kiss.

Mama just doesn't understand, Susan decided, as she wandered back outside to watch Julia's family finish moving in. *Mama thinks I'm still a baby. I'm a whole month older than Julia so I should get to stay out as long as she does.*

In the days that followed, Susan and Julia spent most of their free time together. Susan had to help Mother around the house, but Julia never had to. And Julia always wanted to walk downtown or visit other girlfriends or go to the Dairy Bar. Since Susan couldn't leave their neighborhood without special permission, she usually got Julia interested in games or crafts.

One day Julia begged and begged Susan to walk downtown with her. Finally Susan went home and asked her mother if she couldn't go "just this once."

"No, you can't," Mother said. "I won't have you running around town. You can go when it's necessary but not just for something to do."

"But Julia's going to buy something," Susan explained. "Why can't I go with her? We won't be long."

"I'm sorry, Susan. It's time to set the

continued on page 3

part 2 of a 3-part
FICTION STORY
by Miriam Fay Carnes

Greg Shows 'Em

A man in his early twent
stood, staring at hi

What happened before: Greg Peters, 11, feels that his parents are against him. In fact, after an especially bad day at school, he feels that everyone else is against him too. To get even, he decides to hide all night in a furniture truck parked in a neighbor's yard. While his family is at prayer meeting, he sneaks a sleeping bag and some food into the truck and hides there. Falling asleep, he awakens to a strange sensation: the truck is moving! Now go on with the story.

WHEN HE realized that the truck was being driven away, Greg panicked. Where was it going? How long had it been moving? He had to get out fast. He scrambled from his sleeping bag and pushed on the doors. But, of course, they were locked from the outside.

He shouted and pounded wildly on the truck walls, but the padding muffled his blows. When the truck did not stop, he knew his voice could not be heard above the noisy motor.

He sat back on the floor, heart pounding. Tears that had threatened for so long came now. He wiped them away with the back of his hand. Who was driving the truck? Not Mr. Mason, surely. His father had received a postcard from the Masons. They were still in Europe. Maybe they had sold the truck. Or maybe—he caught his breath—maybe it was being stolen.

Now all he could do was wait for the truck to stop, then make his presence known.

The night was chilly so he crawled back into his sleeping bag. He lay there thinking how foolish he had been. All this trouble was his own fault even though he had tried to blame others. He'd known all along that he couldn't keep the kitten. It wasn't his sister's fault that she was allergic to animals. She felt bad about it too. And his father had been right about the ball game. Lee Summers had already smashed up two cars, and had had his license taken away more than once.

As for the bad day at school, he had been foolish about that too. If he'd studied the night before instead of watching TV and had gone to bed at a reasonable hour, most of it wouldn't have happened. Of course his mother had been wrong about the pen. But she had been cross lately—not like herself. Maybe her trip to the doctor last week had something to do with that.

In spite of the sleeping bag, he began to shiver—inwardly and outwardly. If he ever got out of this mess, things would be a lot different.

A year ago Greg had accepted the Lord. At first he had spent a lot of time praying and reading his Bible. But then other things had gotten in the way and somehow he hadn't had as much time for God. Maybe that's why the trouble began. He had put his own wants and pleasures ahead of everything and everyone else. He knew he hadn't pleased Jesus.

He began to pray now, asking God's forgiveness, asking that his parents wouldn't be too worried and that he'd get out of this situation all right. "And please help me to stop feeling sorry for myself," he added. After

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JUNIOR POWER/LINE PAPER

COUNSELOR

JULY 30, 1978

LOST!

A TRUE STORY
by Mary Louise Kitsen

IT WAS a beautiful Saturday. I was 11, and a neighbor, Mr. Smith, had brought a group of us kids to the woods by West Mountain, near my home in Connecticut. I was one of the youngest. Most of the kids were in their early teens.

Mr. Smith was firm before we started out. "No one is to wander off alone. Is that clear?" he said.

He gave each of us a small, shrill whistle on a string. We were to wear them around our necks to use in case we should become separated from the group.

The hike proved to be more fun than I thought it would. Being a child of florists, I was very interested in plants and flowers. I couldn't believe all the unusual plants I was finding.

I tagged along behind the others, just looking and looking. Several times Mr. Smith urged me to "come along." Each time I hurried to catch up. Then I'd see another plant or flower and get behind again.

I noticed some tiny yellow flowers, peeking out from under a large rock. I went to look and saw a plant with a strange leaf beyond that. I went to check it out and noticed a small, strangely shaped tree beyond that. In the meantime, I was wandering farther and farther away from the trail and my friends.

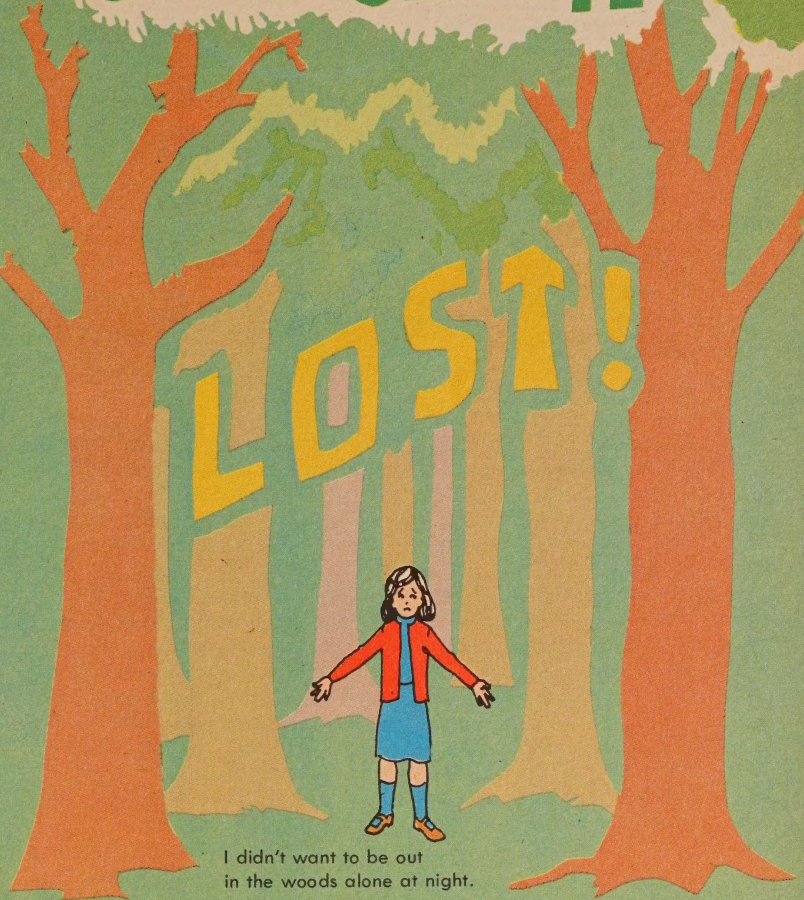
Suddenly I realized I was alone. I looked around, trying to figure out which way I'd come. I looked for the plant with the strange leaf and saw several of them—all in different directions!

"Oh, why did I start out on my own?" I groaned. "Mr. Smith warned me so often. Why was I so dumb?"

I thought of my whistle. But where was it? The string was broken and the whistle gone. What would I do?

I started yelling as loudly as I could. I listened but heard nothing—no answering voices, no sound of footsteps. Where were the others? How far had I wandered? Now I was scared, really scared!

Then I remembered something my parents had taught me: When in trouble, always turn to Jesus. I sat down on a large rock, bowed my head, and tearfully told Jesus my story.



I didn't want to be out in the woods alone at night.

Knowing He was with me, helped me think more clearly. Why had I been so confused about directions? The mountain was the answer. To get back to the trail, I'd have to walk away from the mountain. And I'd have to watch carefully for the small blue marks on the trees. They marked the trail.

I went slowly, glancing back at the mountain from time to time. I looked at each tree carefully, hoping to spot a blue mark. I was so scared, I was shaking inside as if chilled.

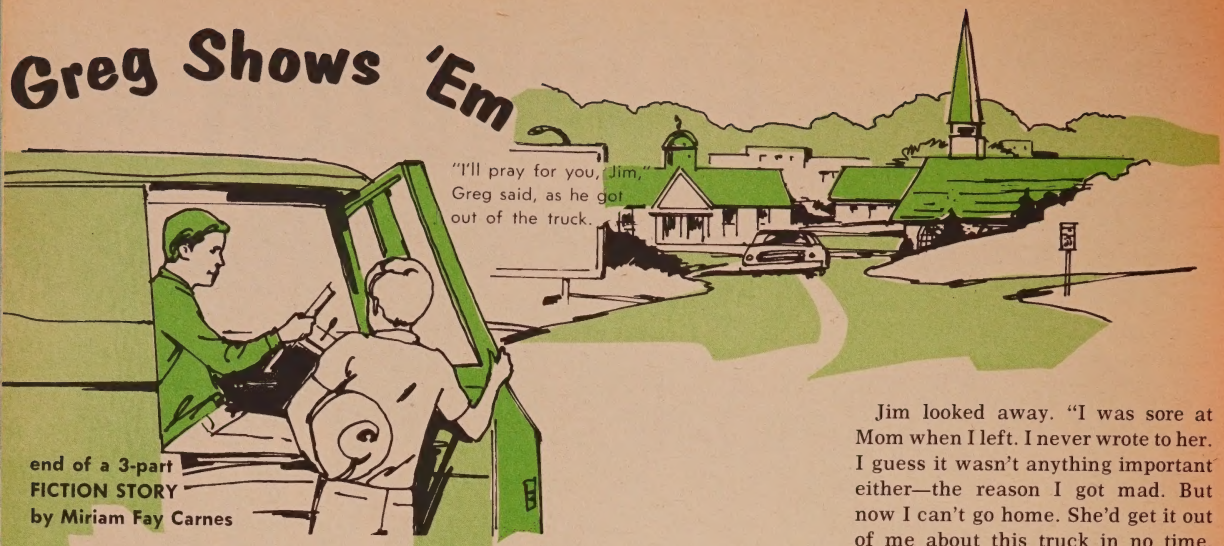
Suddenly, I felt a drop of water on my face, then another. I looked up. The sky was dark! I'd been so worried about finding the trail that I hadn't noticed the weather changing. Then came a low rumble of distant thunder.

"Oh, no!" I wailed. "Jesus, what do I do now?"

Later, I would learn that when Mr. Smith noticed the weather changing, he turned the group around. They had started back to the road when he realized I wasn't with them. Telling the two oldest to get the others to the

continued on page 3

Greg Shows 'Em



"I'll pray for you, Jim," Greg said, as he got out of the truck.

end of a 3-part
FICTION STORY
by Miriam Fay Carnes

What happened before: One night, Greg Peters, 11, hides in an unused furniture truck in his neighbor's yard, just to get even with his parents who he feels are against him. He wakes up to find the truck in motion. When he finally gets the driver's attention, they are some 200 miles from home. The driver is Jim, a young man just back from the Army. He has stolen the truck because of losing all his money gambling. He is horrified at finding Greg in the truck but won't let him go. He suggests that they stop for breakfast, and Greg hopes to escape. Now finish the story. . . .

AS THE truck turned off the freeway, Greg wondered how he could get away. But Jim seemed to read his thoughts. "Don't try anything," Jim warned. "I've got a gun here." He patted a bulge in his pocket. "I've got to figure out what to do with you."

Greg didn't think the bulge looked like a gun. But he decided not to take a chance.

They stopped at a small drive-in restaurant a little way down the road. Jim ordered ham and eggs for them both, with coffee for himself and milk for Greg. The waitress brought their order and then went back to the kitchen. It was still early and the place was deserted.

Greg looked down at his plate, wondering what to do. Since he had accepted the Lord he had never eaten a meal without giving thanks. Jim would probably laugh at him but suddenly he didn't care. If he had been more careful about honoring Jesus, he wouldn't be in this situation. So he bowed his head and murmured his thanks. He added a silent prayer that God would help him get back home and help Jim do what was right.

When he raised his head Jim was staring at him. "I suppose you go to church every Sunday," he said.

Greg nodded.

"I used to go—a long time ago," Jim said slowly. "If I went home Mom would still expect me to go."

"Haven't you been home yet—since getting out of the Army?" Greg asked.

Jim looked away. "I was sore at Mom when I left. I never wrote to her. I guess it wasn't anything important either—the reason I got mad. But now I can't go home. She'd get it out of me about this truck in no time. She's like that."

"That's just like me," Greg said. "I got mad at my parents—and now look at the trouble I'm in. I'll bet if you went back home your mother would be glad to see you."

"I don't know. She probably doesn't care anymore. Nobody cares anything about me." An unhappy look filled Jim's eyes.

Would it be right to make such a promise?

Just what I told myself, Greg thought. *Only it wasn't true.* "God cares about you," he said aloud. He didn't know what made him say it. The words just popped out.

"God?" Jim laughed scornfully. "Why should He care about me? I've never done anything for Him."

"But you don't have to do anything for Him," Greg said earnestly. "He sent His Son to die for us—for your sins and mine too. He just wants you to love Him."

"That's what Mom used to say," muttered Jim. Suddenly he pushed back his chair and tossed a bill onto the table. "Let's get out of here!"

Back on the freeway, he was quiet for a long time. Then suddenly he began to talk about things he had

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WINNERS NEVER QUIT

Scenes from the Regional Awana Olympics in Omaha, Nebraska in 1976—the year I filled in for our Guards team.

COULD this really be happening to me? I was only in third grade, in April 1976, yet there I was, suddenly part of our Awana Guards' team of 6th, 7th, and 8th graders. And we were about to represent the Valley View Baptist Church of Council Bluffs, Iowa in the Regional Awana Olympics in Omaha, Nebraska.

As I took my place behind the yellow line, I held my arms tightly against my sides to keep from trembling. In my gray and red uniform, I felt like a little wren among canaries as the older girls in their yellow shirts chattered all around me.

What if I fell down when we were running? What if I had to jump for a balloon against a tall girl?

I searched the milling groups of girls in blue and green shirts from other churches. Some of them were even taller than our Guards. I took a deep breath and clenched my fists.

All year we had talked excitedly about the Olympic games. They are the highlight of the International Awana Club program. One evening a week we meet at church for an hour and a half. We wear gray and red uniforms and work in our handbooks, memorizing Bible verses and studying the Bible. Then we practice the games and relays.

For months our club had worked hard to meet the requirements for the Olympics. I had qualified but had been passed up because there were enough 4th and 5th graders for the Chum team. I had been disappointed but realized I'd have other years to compete.

When I followed my parents into the huge gym earlier that evening, hundreds of people were already in the stands. It was easy to pick out my fellow clubbers in their gray and red uniforms.

We looked for the yellow contest shirts our girls' teams were wearing. (The girls were to compete at one end of the gym, the boys at the other.) Finally we found seats in the bleachers behind our girls' teams. *continued on page 2*

told by Crista Jager, 11
written by Mildred Barger

JUNIOR POWER/LINE PAPER
COUNSELOR

CRISTA JAGER

photo by Leon Kliewer

These are our Valley View Baptist Church's Guards (1976). I'm the smallest girl kneeling in the front. See the trophy we won?

continued from page 1

I waved to my sister Carla and to others on our Chum's team. They were lined up and ready to go.

But our Guards were milling around nervously. I thought I heard them mention my name, and they kept staring at me. I nudged my mother. "What are they saying about me?" I asked. "See, Cathy is looking this way."

Mother went and talked to one of the leaders, then came back, smiling. "They want you on their team," she said. "They were checking to see if you could be substituted for a Guard. One of their girls hasn't come and the two alternates are sick."

"Y-you mean, you mean they want me on the Guards' team?" I stammered.

By this time several of the Guards were walking toward us. "But she's only in third grade. She won't be any help," one of the eighth graders was saying. And frankly I agreed with her. They were all older and bigger. I just *couldn't* play with them.

"What else can we do?" asked Cathy Jones, an eighth grader. "We can't play with only 14, and we aren't going to quit now!"

Turning to me she pleaded, "Crista, we need you. You're our only chance."

Mother smiled at me. "I think you can do it, Crista. But it's up to you." As Girls' Commander in our Awana Club, Mother had tacked on our bulletin board at church the reminder: "Winners never quit and quitters never win." My mind whirled as I huddled beside her, wondering what to do.

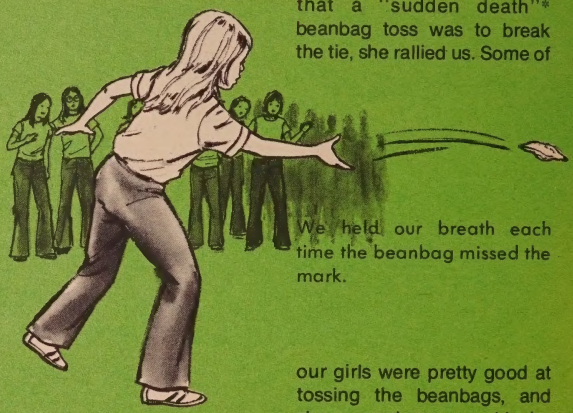
With the girls urging me, I finally agreed to help. So here I was.

The Olympics opened officially with a salute to the national and Christian flags. My spine tingled with excitement as I thought of hundreds of other Awana Clubs taking part in Olympics like this.

I began to relax when we sang our Awana theme song with the words, Approved Workmen Are Not Ashamed. When a man prayed that no one would be hurt during the games, I sighed with relief.

The first event was to be a beanbag relay, followed by a sprint, a three-legged race, a balloon volley, and a three-lap sprint. The starting signal sounded and excitement grew with each event.

I played only when the whole team was needed.



We held our breath each time the beanbag missed the mark.

Watching the scoreboard on the wall, I knew our real battle was with Park Lane. The other churches received only a few points. At halftime, we were leading by 14 to Park Lane's 12.

We were thrilled. Our church had never captured first place. The Guards had finished second the year before. And this was the last year in club for our eighth grade girls. They kept saying, "We just *have* to win this time!"

They cheered and clapped when my name was called for an honor trophy during halftime ceremonies. This award meant I had completed the most work in our Awana handbook and was the outstanding clubber of the year for Valley View Chums.

At this point, however, I hardly knew whether I was a Chum or a Guard. I hoped I could last through the rest of the games.

We really struggled through the second half. At times I could hear my parents cheering as fans from our home church called encouragement to us.

After a four-way tug of war, a marathon relay, and a beanbag grab, we were ahead 23 to 19. Then Park Lane added four points to tie the score!

Everyone on our team, except Cathy, thought we were going to lose. Upon learning that a "sudden death"* beanbag toss was to break the tie, she rallied us. Some of our girls were pretty good at tossing the beanbags, and she assured us we could win.

We held our breath each time the beanbag missed the mark, then exhaled as the girl on the other team also missed. One, two, three times we waited, and each time, no score. Finally, the fourth girl from our team hit the target. We all jumped up and down, screaming with joy as we realized we had won first place!

On the way home that night, I thought, *What if the Guards hadn't asked me to play because they thought I was too young? What if I had been too scared to try? What if I hadn't learned to trust the Lord? What if He hadn't helped?*

But I *had* trusted Him. And He *had* helped. And we *had* won. Thank the Lord!

---

* *The first team to score a point wins.*

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AUGUST 13, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

ONE DAY WHILE SITTING IN A SWING

I was sitting in my own backyard in a swing set.

told by Eric Carter
written by Jeri Marsh

SOME PEOPLE become Christians in very exciting ways. Maybe they come close to death—and it scares them so badly that they decide they want to be prepared to die. So they receive Christ and serve Him from then on.

Or maybe they get into some kind of bad trouble, and God helps them. So they decide to serve Him.

But it does not have to be like that. Some people become Christians because of simple things. That's what happened to me.

I was sitting in my own backyard in Beaverton, Oregon, in a swing set. It was a large yard with lots of trees—a nice, green place. I was thinking about God and about life and death.

Dying is scary if you aren't a Christian. A person who doesn't know Jesus as Saviour doesn't know much about what's out there. He knows that when he dies, he won't be on earth anymore, but he doesn't know where he will be.

My parents had become Christians some time before that. Although our neighbors in one town had told them about Jesus, Mom and Dad hadn't really liked what they had said. I think they kind of hoped the people would be quiet.

When we moved here to Beaverton, we soon discovered we were living across the street from another Christian family. (I think that was part of God's plan to be sure we got to know about Him.)

Our new neighbors told my mother more about Jesus, and she received Him as her Saviour. Then a little while later, Dad became a Christian too.

continued on page 4

ERIC CARTER

A FICTION STORY
by Miriam Fay Carnes

"It's a chord organ," said Mrs. Stamm.

SANDY KEEPS A PROMISE

"I'VE got to hang up, Sandy," Barbara said. "Got to take my music lesson. Ugh—I hate Fridays."

Sandy Parson replaced the receiver, frowning. *Why does Barb hate the piano so?* she wondered. *If only I could take lessons. But with no piano and not enough money . . .*

Sandy knew her father earned good wages as a carpenter—when there was work. But with eight in the family, including Great Grandfather who was almost blind, money was always short.

Going to her room, Sandy took out her little hoard of baby-sitting money. It wasn't growing very fast. Not many people wanted to hire an 11-year-old. Would she ever have enough for a musical instrument?

The phone rang and Sandy flew to answer it. It was Mrs. Stamm across the street. "Sandy, you know we're moving next week. Could you come over tomorrow and help me clean out the attic? I'll pay you."

"I'll ask Mother," Sandy said. She hated to see the Stamms leave—but the money would be welcome.

Mother said "yes," and the next day Sandy was working with Mrs. Stamm. "All the junk one collects in 15 years!" Mrs. Stamm exclaimed as Sandy returned from her fifth trip to the trash can in the alley.

"What's that?" Sandy pointed to a cloth-covered object.

Mrs. Stamm's eyes were suddenly sad. "That belonged to our daughter. You know she was killed in a car accident about a year before you folks moved here." She pulled off the cloth, revealing a small organ. "It's a chord organ," she said.

Sandy gasped. "It's beautiful!"

"Anyone can play it." Mrs. Stamm plugged the cord into an outlet and pulled some books from an envelope. "Here; try 'Silent Night'. It's quite simple. All the keys are numbered."

Sandy's heart pounded as she slid onto the stool. Mrs. Stamm turned a button and the organ sighed. Sandy put her fingers on the keys, pressing the ones numbered above the notes in the book. "Why, I'm playing it!" she cried. "This is what I'll buy when I get enough money. Do they cost much?"

"Around $60," Mrs. Stamm said.

"Could I play one more piece?" Sandy begged. "Then I'll get to work again."

"Of course. Here's a book of hymns. Pick out your favorite." Sandy went through "The Old Rugged Cross" with only one mistake.

Later, at home, Sandy was starry-eyed. If only she could earn $5 every week! She'd soon have enough for an organ!

The Parsons had just finished dinner that evening when the doorbell rang. It was Mr. Stamm, carrying a big carton. Mrs. Stamm was right behind him.

"This is for Sandy," Mr. Stamm said.

Sandy's eyes flew open wide. "It isn't—it isn't—?"

Mrs. Stamm nodded. "Yes, it's the organ. Someone ought to be enjoying it. We couldn't think of anyone who would get more pleasure out of it than Sandy."

"Oh, Mrs. Stamm—I can never thank you enough!" Sandy was close to tears.

"There's just one condition, Sandy," Mrs. Stamm said. "I know you are a Christian, so I want you to promise you'll use it for the Lord."

"Oh, I will!" Sandy promised.

In the weeks that followed, Sandy rushed home from school every afternoon. She did her chores and homework right away so she could play her organ. She did not forget her promise to Mrs. Stamm. "But how can I do it, Mother?" she puzzled. "I've tried to teach the boys hymns but mostly they'd rather watch TV."

"Just be patient," her mother advised. "The Lord will show you how."

The next week Sandy's Uncle Jim and Aunt Susan came to visit. Sandy was proud of her uncle and aunt. They were missionaries, home on furlough. They

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COUNSELOR

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AUGUST 20, 1978

JUNIOR POWER/LINE PAPER

COUNSELOR

IF-YOU-AREN'T-CAUGHT—

A TRUE STORY
by Betty Barkman

OH, those arithmetic drills! Mr. Reimer would rattle the numbers off and we fifth graders would scramble to be first with the correct answer.

One day I got the answer first three times in a row. Each time Mr. Reimer checked my answer, and each time I was right.

Then I began to fumble. But eager to keep my place, I raised my hand though I had no answer at all. This time Mr. Reimer didn't check me. I tried it again—pretending to have the correct answer when I didn't. And no one knew.

That day, as a 10-year-old in a country school, I made a discovery. It was one of Satan's favorite lies: If you aren't caught, it's OK to do wrong.

Although I'd had no trouble keeping up good grades by studying, I soon found it was easier to cheat by copying or by fooling the teacher in some way.

One day when I was 11, we were having a class drill in spelling. I'd been cheating, and Ken, a sharp-eyed classmate, had noticed. He reported me to the teacher who turned and asked point-blank, "Is that true, Betty?"

"No, it's not," I lied. And he believed me. *continued on page 2*

The habit of cheating was quietly growing in me like a deadly cancer.

continued from page 1

Later I got into the habit of copying notes on scraps of paper and keeping them handy for tests. Once our teacher moved us around at exam time, so I had no chance to use my hidden scraps of paper. I failed by a long shot.

Failing that test embarrassed me, for I had an image to keep up. My father was an important school board member, and my family was respected as honest and upright. After that test I vowed never to get caught again.

Not once did I realize that the habit of cheating was quietly growing inside me like a deadly cancer.

My lack of money as a young teen led me to crave things I didn't have. Soon I became an expert at shoplifting. I started with little items like chewing gum and candy bars, then went on to cosmetics and clothing.

I enjoyed it for a while. But a recurring dream would awaken me at night: I dreamed that Jesus Christ had come again, but I was left behind. I was terrified and would wake up in a cold sweat from the nightmare.

I desperately began a search for something to make that fear easier to live with, but it was useless. Many a night I'd go to bed with only one prayer: "Jesus, don't come tonight, please—I'm not ready."

I didn't share my problems with anyone—I felt I couldn't. Soon my misery turned into depression. Sometimes I'd cry for hours, but when Mom would ask me why, I wouldn't tell her.

That's when I thought about suicide. Three times I had it all planned and was ready to proceed when I was stopped.

One time, when I thought no one was around, I opened a bottle of iodine and was ready to gulp it down when I heard a noise. Someone was coming! I put the stuff away.

Surely if God had spared me three times, He had a plan for me. Was there hope for me yet? I had to find out.

I started attending evangelistic meetings being held in our church. One night I went forward for prayer in an attempt to get my life straightened out.

For a while, I felt wonderful and all my problems seemed to vanish. But I soon realized that I hadn't received Christ—I was just looking for a way to get rid of my guilt feelings. I became depressed again.

Then one day, the pastor's assistant, who had been my Sunday School teacher, unexpectedly came to see me. Somehow we started talking about my problems and I found I could be honest with him.

He explained that unless Jesus was the center of my life in everything and I confessed *all* my sins to Him, I would never be able to get rid of my feelings of guilt.

Gradually it became clear to me: Jesus was the answer. When I confessed my guilt and my needs to Him, I experienced a new beginning and a new life which I marvel at even now.

It wasn't long before I found a way of straightening out many of the wrong things I'd done. I paid for some of the things I had stolen. Jesus helped me forget the things I couldn't make right.

Then, instead of trying to take my life, I decided to live it for the Lord. And what a difference He has made! I'm now a pastor's wife. Besides helping my husband with his work, I teach a Sunday School class. And I realize now how foolish I was to believe that "if you aren't caught, it's OK to do wrong."

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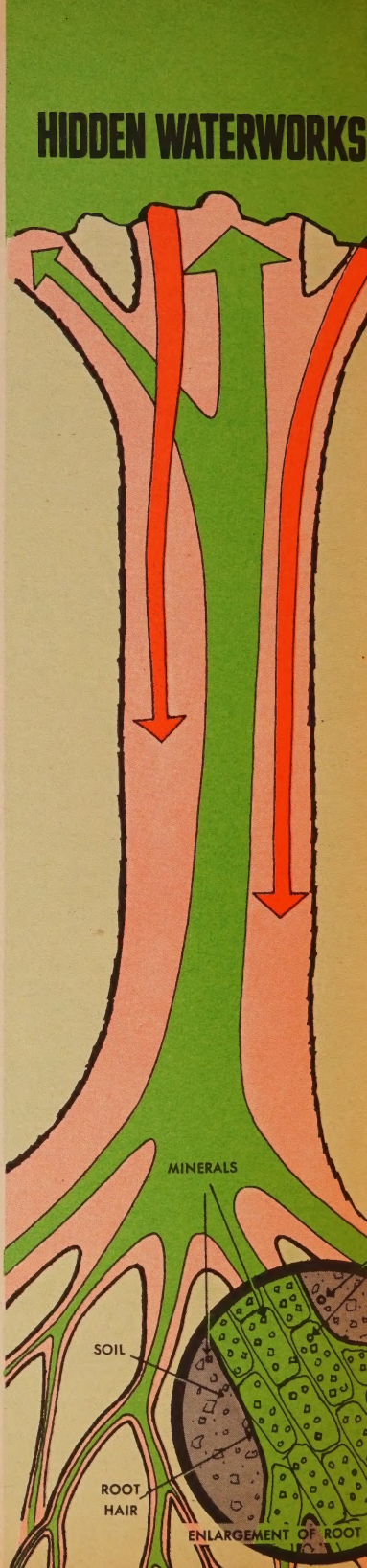

THE LOST WILL

A FICTION STORY
by Delnora M. Erickson

"MELANIE! Melanie!" The words came in a hoarse whisper from below Melanie's window. She raced downstairs.

"What's up, Ann?" she whispered.

"A mystery to solve," Ann informed her friend solemnly.

Melanie's eyes widened. There was nothing she liked better than a mystery. And no one could stir up one quite as well as Ann!

"It's about Granny Hawkins' house, Melanie. C'mon."

"But Granny Hawkins—"

"Died two days ago, I know that. Wasn't I just about the last one to see her?"

As the girls hurried down the street, 10-year-old Ann filled in all the details of the latest mystery. It seemed that Granny Hawkins had changed her will. She only had one relative, a distant cousin named John Morgan. Granny had written to him many times, telling him about Jesus. But he never wrote back.

In the old will, he would have gotten Granny's money and her home. However, Granny wanted someone who loved Jesus to live in her home. So she had changed her will. Now the house was supposed to go to Bill, a neighbor boy she had led to Christ. Bill was planning to be married soon.

"But, Melanie, the new will is gone. We've got to find it, or Bill and Jean won't be able to get married and that cousin will get the house. Lawyer Brown called the cousin to tell him about Granny. Do you know what the cousin said?"

"No, what?"

"He said he was coming here to claim the house and Granny's money too. In fact, Mom says he's coming today. That's why we've got to hurry."

"But should we go in Granny's house?"

"Mom said it's OK if we're careful."

Melanie and Ann had been Granny's close friends. They had often run errands for her. Ann's mom had taken care of the old woman when she was sick. They all attended the same church in Waterside.

"Bill said he was going to have a Bible club for all the neighbor kids," said Melanie, as they reached Granny's fence. "I know that would have made Granny happy."

"I'll get the key," Ann said, closing the gate behind them. She found the key and opened the door. Both girls stepped inside.

"It's almost as if Granny is still here," whispered Melanie. "Dear Granny. Remember how she got things mixed up? That teapot reminds me of the time she put tea in the coffeepot."

"Yes, and once when Mom was here she put coffee in the teapot," Ann added. "C'mon, we'd better start hunting."

continued on page 3

Slipping out the back door, they ducked behind the rain barrel. The door opened and they heard a voice.

JUNIOR POWER/LINE PAPER
COUNSELOR

AS WE SEE IT

SANDRA KNOTT

CAROLYN REDEKOPP

CELINA CORRIAS

JAN FISCHER

PAUL KOONS

PENNY SHOEMAKER

KIMBERLY KLAUS

SCOTT SLATER

COUNSELOR readers tell how a person can witness for Jesus.

▶ I help my friends in their work. When others come to our house, and they see the stickers on our refrigerator (one says PTLA), I tell them it means "praise the Lord anyway." It reminds us to praise God. And every night our family has a Bible lesson.

There are some in my class at school who I tell about Jesus. I don't go along with their language if it is bad.

I try to be kind. I help Mom and Dad when they need me.

Sandra Knott, 9, Mt. Salon, Virginia

▶ One day at school while having Social Studies, we were asked to do a project on someone we thought was a hero. Immediately, I decided to do mine about Jesus.

When my project was put up (on the bulletin board), I saw some writing on it and wondered if it said something bad about my project. I didn't have much to worry about because it said, "A good project. Printing should be straight."

That is just the beginning. Now the kids in my class know that I love Jesus. It's my job to tell them more about Him. I've already started, but some of them laugh at me. Even though they do, I won't give up witnessing for Jesus.

Carolyn Redekopp, 10, Hanover, Ontario

▶ Last year when my friend and I were walking home from school, we talked about report cards. I felt sorry for her since she had a bad report. She was sobbing.

I told her then how I prayed for God to help me with school and He did, but it took some time. I told her that if she prayed about her schoolwork, she would see a difference. She asked me when she should pray and I said, "Anytime is fine because God hears anytime."

She asked how she should pray and what she should say. I told her to pray when she went to bed, before she ate, and even at school. I said she should pray to receive Jesus as her Saviour before anything else.

She went home happy and I prayed for her. She did everything I told her to and now she goes to our church.

Celina Corrias, 10, Hamilton, Ontario

▶ The easiest way to profess that I'm a Christian is through my life. I try to be cheerful, kind, and to "have no fellowship with the unfruitful works of darkness" (Eph. 5:11). When I sin, I apologize to the people I wrong. I also tell God I'm sorry.

Often kids bring me their problems. That gives me chances to witness. Sometimes I wear buttons like "Jesus ends internal pollution" and "I found it." When people ask what the buttons mean, I have another chance to spread God's Word.

Recently I had a carnival with some friends. We handed out tracts to everyone that came. All profits went to the missions offering at our church.

Jan Fischer, 11, Columbus, Ohio

▶ Since I was about five years old, I have been witnessing for Jesus.

My parents are missionaries to the Navajo Indians. Our church is in Navajo, New Mexico, about 25 miles from our home. At church, I do Christian magic, work with puppets, and tell the kids Christian stories.

I hand out Sunday School papers. I invite children to Kids Crusades. I invite and bring people to church. I go door to door and hand out tracts. I invite my friends to Vacation Bible School.

Paul Koons, 11, Window Rock, Arizona

▶ One way to let others know you are a Christian is to act like one. Act the way the Bible teaches you because sometimes the only Bible a person reads is you—God's witness. You wouldn't want others to think God is selfish, mean, or a liar, would you?

Another way to witness is to invite others to your church for Sunday School or some other service. Tell them how you were saved and what God does for you.

Penny Shoemaker, 12, Lebo, Kansas

▶ I can show I'm a Christian by keeping promises. For instance, if I promise to clean my room after I do my homework, I shouldn't run out to play and forget my room. I should clean it right after my homework is done.

Kimberly Ann Klaus, 9, Pottstown, Pennsylvania

▶ I have a friend who isn't a Christian. I asked him once if he were. "Yes, just as good a Christian as you are," he said.

One day when we were playing at his house, I said, "You're not a Christian because you don't believe that Jesus died on the cross for your sins."

He said, "Don't talk about it or we won't be friends anymore."

About a year later, I started talking about Jesus again. This time he didn't tell me to stop talking. He said that he kind of believed and kind of not. I think pretty soon he will believe.

Scott Slater, 9, Mehama, Oregon

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The Lost Will
continued from page 1

An hour later, the girls returned to the kitchen. They had searched every drawer and closet in the house. The will was gone.

Suddenly both girls froze. Someone was opening the front door!

Quickly slipping out the back, they ducked behind the rain barrel. Just then the back door was flung open.

"That's funny," a man's voice said. "I thought sure I heard someone."

"Probably squirrels," replied another man. "The yard is full of them."

The girls hardly dared breathe until they were sure the men were back inside.

"Let's get out of here," Melanie whispered.

The two girls started across the grass. Suddenly Ann stopped. "Wait," she whispered. "I've got to go back. I just thought of a place where the paper might be."

"But we looked everywhere."

"I thought we did too. But remember the sweater Granny always wore? It's hanging on the pantry door. Maybe Granny stuck the will in the pocket. Pray that I'll get in and out without being seen."

Ann crept cautiously up to the back door. She peeked inside, then opened the door and slipped in.

Melanie crouched behind some bushes, praying for her friend. Minutes seemed like hours. Finally Ann slipped out again, something white in her hand.

But as she started down the back walk, the door flew open behind her. "Wait!" commanded a harsh voice. "Give me that!"

Melanie darted out to join Ann. She yanked at the back gate. It stuck! Melanie pushed again. Just at that moment a man snatched the paper from Ann's hand.

The girls stood, trembling, as he turned toward the house.

"Is that, it, Morgan?" the other man yelled from the house.

The cousin read it over quickly, then scowled. "Naw! Just a letter the old lady wrote to someone." As he spoke, he crumpled the paper and dropped it. Then the two men went back inside.

A man snatched the paper from her hand.

Like a flash, Melanie grabbed up the ball of paper. When they were safely away from the house, the girls smoothed it out and read the contents.

"It's just a letter to a friend called Alice asking her to pray for missionary friends," groaned Ann. She carefully folded the letter and put it in her pocket.

"Dear Granny," Melanie said sorrowfully, "I-I sort of feel that we've failed her."

Then, just as they reached Melanie's house, Ann stopped. She grabbed Melanie's arm. "Melanie, that 'Alice'—it's Alice Walker. You know, she used to belong to our church. She was always helping Granny on missionary work before she moved away. She's out in California now."

"But—"

"Well, you know how Granny sometimes made funny little mistakes—like the time she put the coffee in the teapot and tea in the coffeepot. Melanie, maybe she put the will in the envelope and mailed it to Alice and put this in her pocket, thinking it was the will."

What does Christmas mean to you?
If you are in grade 4, 5, or 6, write on this subject in 125 words or less. Send your essay to As We See It, % COUNSELOR, Box 513, Glen Ellyn, Ill. 60137 by Sept. 15, 1978. (No items will be returned.) Be sure to include your name, age, grade, and full address. If we use your item, we'll send you an award.

Immediately, the girls turned around and ran back to Ann's home. Both talking at once, they tried to explain to Ann's father.

"Hold on there, girls!" he said. "Sounds as if I've got a phone call to make!"

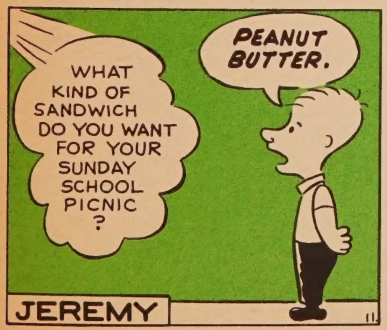
When he hung up the phone after calling Alice, Ann's father was smiling. "You're right, girls. That's exactly what Granny did. Alice said she was quite puzzled when she got the letter with the will in it but decided to wait until she heard again from Granny.

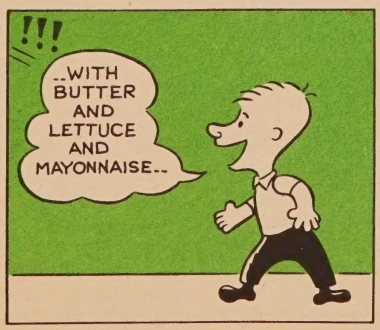
"She didn't know Granny had died. She said that Granny had willed the house and all the furniture to Bill and Jane. The money she had in the bank was to go to a cousin. She will be thrilled to get Granny's prayer list and she'll return the will by special delivery mail."

The girls let out a loud "Hurrah!"

"Now Bill and Jane can get married and live in Granny Hawkins' house!" Melanie cried. "I wonder if Granny is looking down from heaven and smiling at the way things turned out?"

"I don't know whether she's looking down," Ann replied happily. "But I'm sure she's smiling."





A NATURE STORY
by Elaine Watson

TALLER THAN THE TREE TOPS

HOW would you like to be taller than a tree, run faster than a horse, and be able to kill a lion with one swift blow from your foot? Well, you could if you were a giraffe, the tallest animal in the world.

A male giraffe sometimes reaches a height of over 18 feet and weighs two tons. That means he is also one of the four largest land animals, along with the elephant, the hippopotamus, and the rhinoceros.

Scientists believe that the first giraffes ranged over Europe and Asia. But the ancient Egyptians were the first to record anything about them. In their tombs drawings and paintings of giraffes have been discovered, some of them in hunting scenes.

In 46 B.C. Julius Caesar introduced the giraffe to Rome by parading it down the streets of the city. Many people knew about the huge, long-necked gentle animal, but most would not believe it existed until they saw it themselves.

The Chinese thought highly of the giraffe. The emperor often received it as a gift. For almost 10 years, the Chinese considered this curious animal an emblem of perfect virtue, perfect government, and perfect harmony in the empire and universe.

Starting around 1870, giraffes were first used in circuses and shown in zoos. In 1874, a female and five males were brought to the U.S. by the Zoological Society of Philadelphia. They were the first shown here.

Today, the giraffe's home is Africa. He likes the dry, open bush country where there are plenty of acacia (uh-KAY-shuh) trees. The leaves of these trees are his favorite food. He can eat from the treetops and at the same time watch for other giraffes or enemies.

He has excellent eyesight and can easily spot approaching danger, such as a hunter or a hungry lion. He protects himself by hiding among the trees where his coat of yellowish brown spots blends with the brush.

If a lion attacks him, he can kill it with one well-aimed blow of his powerful legs. A mother giraffe, when attacked, will place her baby between her front legs while she fights.

A very intelligent and sociable animal, the giraffe has a life span of some 28 years. He usually travels in herds of up to 20. A male giraffe, called a bull, leads the herd. The females, called cows, watch for danger.

There is no set mating season for the giraffe, though some consider it to be the spring. A baby giraffe is born about 14 months after its parents mate. He weighs from 110 to 250 pounds and is usually 5½ to 6½ feet tall. Within an hour or two after birth, he can walk around.

When you hear the name giraffe, what do you think of first? Most people think of his long neck. (It may be over 6 feet long.) Though it may seem hard to believe, a giraffe and a mouse have the same number of vertebrae in their necks. Both have seven, but of course, the giraffe's vertebrae are quite a bit larger.

Because of his height and long neck, it is quite an effort for the giraffe to get a drink of water. He either has to bend his legs or spread them wide apart by a series of jerking side steps. He never kneels to drink because, in that position, he would not be able to see danger nearby. Usually he sleeps standing up.

The giraffe is a graceful animal and moves with rythm. He can walk, trot, run, and gallop, sometimes faster than a horse. He has been known to reach a speed of over 30 miles an hour. But he is a poor wader and can't swim at all.

The giraffe never purposely bothers anyone but his height has been known to get him in trouble. One time a giraffe became tangled in telegraph lines and put 600 miles of wire out of commission.

The giraffe is a quiet animal. He has vocal chords but rarely uses them because he doesn't have to. He can see another giraffe at great distances and therefore has no need to call out. When captured, he will grunt or bleat. Male giraffes can moo and females have been known to make a snoring sound.

When God made the giraffe, He made a unique and amazing animal.

The next time you go to the zoo, visit our friend the giraffe. But don't wear a hat trimmed with flowers or leaves. He eats by sight, not smell, and might enjoy a pretty hat for dessert.

the PLANT WORLD

EXPLORING GOD'S WONDERS
with John Leedy, Ph.D.
and Don Mainprize

EACH day, while plants are green, they perform an amazing feat. They lift billions of tons of water and life-giving mineral food from the earth. Then they release the water into the air through a process called transpiration.

An acre of uncut grass lifts from the soil and releases into the air about six and one half *tons* (a ton = 2,000 pounds) of water *every day.* An apple tree lifts about 96 gallons of water a day. That's enough water to fill three barrels.

The secret behind this huge water-lift lies in the vast root systems of these plants.

You can see from the illustration that there are different kinds of roots. Most are underground. Some are called taproots. These include carrots, beets, and radishes. The dandelion taproot, for instance, often grows more than three feet down! Other roots branch off in different directions.

Besides being storehouses for food, and anchors to keep the plant upright, roots draw water from the soil.

We do not realize the size of plant roots because we can't see them. But think of this: The root system of a single cabbage plant may spread through as much as two hundred feet of soil! And this: The combined length of the root hairs of a single winter rye plant may be more than 5,000 miles long.

To see how roots draw water, look at the sketch of the root and root hairs. Notice the molecules of water in the soil outside the root hairs.. The very thin walls of root hairs have many holes about the size of water molecules. The tiny water molecules touching the hair roots are finally drawn in.

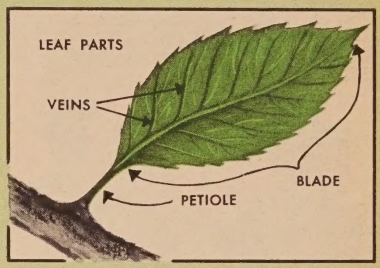
Once inside, the water moves from cell to cell until it catches a ride on the plant's "up" elevator. This built-in elevator is called xylem. Xylem tubes carry the water and minerals up the plant stem. [See illustration.] In some giant redwood trees this means a trip of 400 feet! The amazing thing about these elevators is that they work against the pull of gravity.

They transport water up the stem or trunk of the plant, out through the branches, and to the leaves.

You can actually see how plants pull water up to their leaves by doing this experiment: Ask Mother for a celery stalk with leaves. First, put some red food coloring, red ink, or Mercurochrome in two inches of water in a glass. Then cut the celery stalk near the bottom. Put this end in the water. In a few hours you will see that the red water has been drawn up the xylem tubes to the celery leaves.

Cut the stem straight across. You can see the xylem tubes as tiny red spots. Slice it lengthwise and you will see the tiny tubes.

After passing through the petiole or stem of the leaf [see drawing], water flows into the hundreds of veins. The veins then carry the water to the individual leaf cells. As the sun heats the leaf, water stored in cells passes out through leaf openings called stomata.



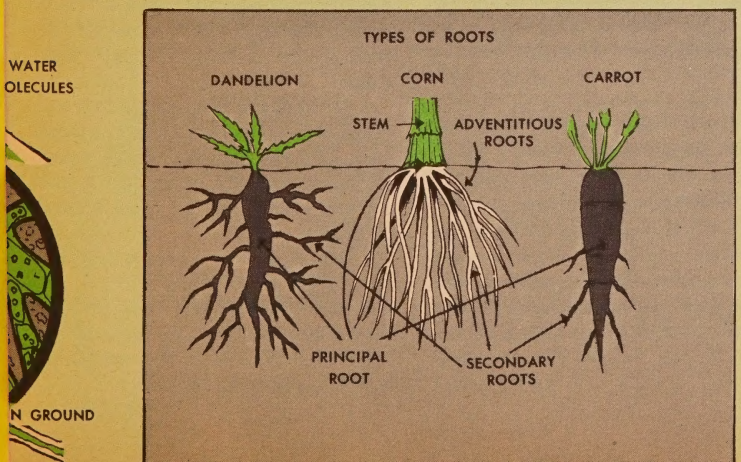
To see how a plant "perspires," here is another experiment you can try. Place a plastic bag over a few leaves on a plant. Draw the open end in tight around the stem and tie it securely. Watch for tiny droplets of water that collect inside the bag. Be sure the plant is in the sunlight.

Loss of water by the plant is called transpiration. In this way, plants lose between 90 and 99 percent of the water they take in from the soil. They use the rest to make food.

In areas where winters are cold, trees shut down their waterworks in the fall. Their leaves blow off and they "sleep" through winter.

When you understand the importance of water to plant life, you can see why only trees with special water storage cells live on deserts! You can also see why God says that the Christian who reads his Bible often is like "a tree planted by the rivers of water, that bringeth forth his fruit in his season. His leaf also shall not wither; and whatsoever he doeth shall prosper." [Read Psalm 1.]

Water (green arrow) travels up tree from root hairs through xylem canals near the center of the tree. Food (orange arrows) moves down from leaves through phloem cells near bark of tree.



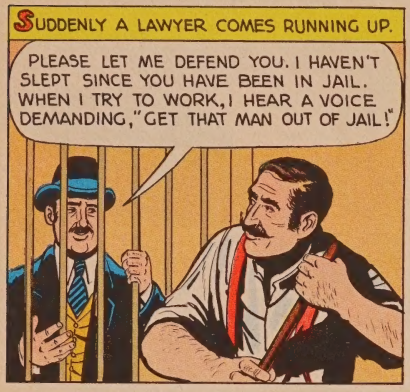
TRUE ADVENTURES

drawn by Berthold Tiedemann

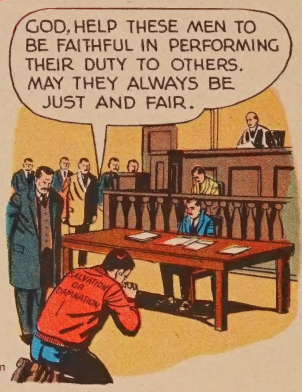
THE WALKING TERROR

PART 2 OF A 2-PART STORY

JOE THE TURK GIVES HIMSELF WHOLLY TO CHRIST, BECOMING A LOYAL SALVATION ARMY OFFICER AND EVANGELIST. HE WEARS A COLORFUL UNIFORM HE HAS DESIGNED.



THE LAWYER DEFENDS JOE, TELLING THE JUDGE THAT HE HAS BEEN IN JAIL SEVEN DAYS WITHOUT A TRIAL. WHEN THE JUDGE DISCOVERS THAT JOE WAS THROWN IN JAIL FOR JUST BLOWING A HORN, HE DISMISSES THE CASE.



JOE THE TURK WAS ARRESTED 53 TIMES ALTOGETHER. HE WAS BEATEN AND STONED BECAUSE OF HIS OUTSPOKEN WITNESS FOR JESUS CHRIST.

From BORN TO BATTLE by Sally Chesham
Rand McNally and Company, Chicago

Dear Editor:

▶ I really enjoyed your Oct. 31, 1976 edition of COUNSELOR, especially the true story "Rose." It touched my heart. I feel now like an inactive Christian, and I think I speak for a lot of your readers.

From now on, I have pledged to be joyful. I am going to be 100 times a better Christian. You have shown me how bad, selfish, and yucky a Christian I have been.

Thank you so much for putting that story in COUNSELOR. I hope you will put more articles like that in your paper. Now I love my Lord Jesus Christ more than ever.

Craig Curry, Corry, Pennsylvania

▶ I have been witnessing to a friend for two years. Today, she asked Jesus to come into her heart. Will you send me the Bible course and then she and I will work on it together.

Kendra Sheffield, North Olmsted, Ohio

▶ I love to go to Sunday School and I would like very much to be a Christian. I like to read your junior Power/line paper.

Kendra Arndt, 9, Hershey, Pennsylvania

▶ I have been reading your papers for the last three years. I enjoy them except for those you repeat.

Ann McTaggart, Duncan, British Columbia

We do repeat stories after three years, but you would not get any repeats unless you see COUNSELOR for more than three years. THE EDITOR

▶ I read your COUNSELOR Sunday School papers every Sunday. I like the True Adventures and the stories you put in COUNSELOR.

Carolyn Blayney, Otterville, Ontario

▶ My life just isn't easy. My brother died in a car accident; my sister died of a bad heart; also my grandfather just passed away. I am the only person that is a Christian in my family. I want to see the rest of my family become Christians.

I am not a perfect Christian so I want to know how I can be. I want to be a new person. I have asked the Lord into my heart, but it just isn't working out too good. Please help me.

BF, 11, Swift Current, Saskatchewan

Readers: You might pray for BF and other readers who have needs like hers. We wrote her and sent her some helpful material.

would soon be returning to São Paulo, Brazil.

Sandy led her aunt to her room to show her the organ. Then she played a hymn.

"Wonderful!" Aunt Susan approved. "May I try?" She fingered the chords, then began to play hymns without music. Suddenly, in the middle of a chorus, she stopped. "Why, this is just what we need to take back with us!" she cried. "Our old reed organ in São Paulo has about had it.

"Jim, come here," she called her husband. "Could we squeeze out enough money for one of these?"

"It would be nice," Uncle Jim admitted. "But there's no money for extras."

That was when Sandy had her big idea. "Aunt Susan—Uncle Jim—," she bubbled, "in the stamp catalogue, there's an organ like this. Maybe the people at church would give enough stamp books for one. Maybe my Sunday School class could take it on as a project."

"Why, that would be wonderful, Sandy!" Aunt Susan cried.

On a Saturday, two weeks later, Sandy called to her mother. "Mom, I've got enough books. Amy Grove just brought the last two we needed." She spread the books out on the kitchen table.

"I'm so glad," Mrs. Parsons said. "Uncle Jim is speaking in Fairville next week. He can come by and get them. But don't leave them there on the table."

"I'll get a sack for them," Sandy said. Just then she saw the mailman come with a big envelope. Sandy rushed out to meet him. "My organ book came, Mother," she shrieked, and flew to her room to try out the new songs.

"Grandpa, did you—?" gasped Sandy.

Halfway through the book, she remembered the stamp books. She jumped up and hurried back to the kitchen—then stopped. The table was empty.

"Mother, did you take the stamp books?" she called.

"No, dear," her mother replied.

The boys—Sandy thought. *I'll murder them.* Then she remembered that Mark and Joey were at basketball practice and Craig and Timmy were outside.

"Have you found them?" Mrs. Parsons came into the kitchen.

"No," Sandy cried, searching wildly. Suddenly she met her mother's eyes. "Not—Grandpa!" she quavered.

"Oh, no!" Mrs. Parson clapped her hands to her cheek. "He's out burning trash."

Horror gave wings to Sandy's feet. Her grandfather stood by the trash burner in the alley, watching the flames.

"Grandpa—some stamp books were on the table. Did you—?" gasped Sandy.

He pointed to the incinerator where the cover of a stamp book curled and blackened before Sandy's eyes. "Old World War II ration stamp books," he muttered. "Don't know where they came from. No good for anything."

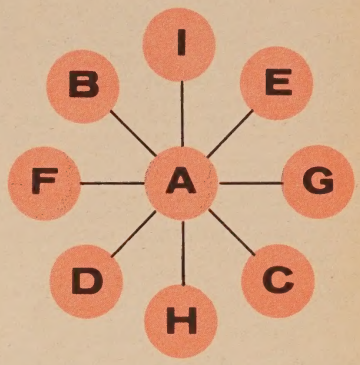
Somehow Sandy got to her room. She locked the door and stretched out on her bed, sobbing wretchedly. She couldn't blame Grandpa for her own carelessness. But all those people had trusted her with their books. How could she face them? What could she tell Aunt Susan and Uncle Jim?

Her eyes were swollen and burning when she finally sat up on the side of her bed. The sun reflected on her organ and made her blink. Then suddenly she knew what she had to do. She had promised Mrs. Stamm that her organ would be used for the glory of God. But it hadn't been. It had been used only for Sandy Parson's pleasure.

She wiped her eyes, feeling a little less miserable—and all at once, quite humble. After all she still had a few days to enjoy the organ before Uncle Jim came. And she could always sing in the church choir. She guessed the best thing to help the hurt would be knowing that her organ was truly being used for God.

add the circles

by Sylvia Mattson

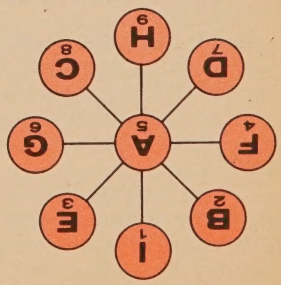


puzzle solution below

NUMBERS can be fun. In each of these circles, A to I, fill in the number indicated in its Bible clue below. When you finish, any three circles, reading across, will add up to 15!

A. How many loaves fed the 5,000? (Matthew 16:9)
B. Number of people in the Garden of Eden (Genesis 2:8, 18-22)
C. How old Josiah was when he became king (2 Kings 22:1)
D. Number of years of famine Joseph prophesied for Egypt (Genesis 41:25, 30)
E. Number of sons Noah had (Genesis 9:19)
F. Number of Gospels in the New Testament
G. Goliath was ____ cubits tall. (1 Samuel 17:4)
H. Number of lepers who forgot to thank Jesus for healing them (Luke 17:12-18)
I. There is only ____ God. (Mark 12:32)

solution to puzzle



One Day While Sitting in a Swing
continued from page 1

So I was sitting in my swing thinking about all that—and about the love of God. And I just decided I wanted to belong to Jesus. Right there I asked Him to come and live in me.

A few days later, when we were riding down the street in the car, I told my parents what I had done. "I asked Jesus to come and live in my heart," I said. "I talked to Him while I was sitting on the swing in the backyard."

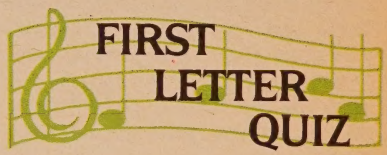
Mother cried when I told them. It was really an important thing to her and Daddy. I guess it's always important to Christian parents when their children meet Jesus as Saviour.

It was important to me too. It means the whole rest of my life I'm supposed to love and serve Jesus any way He wants me to.

Soon after that, I was baptized in the Columbia River. Now each day I ask Jesus what I can do to please Him. I do my best to obey my parents, to forgive my friends when we fight, to be cheerful and grateful.

Being a Christian is much better than any other way of life, I'm sure. Christians are usually happy. They are forgiven for the things they've done wrong. Real Christians have a lot of love for each other, and they get along well together because they love Jesus and each other.

When I first became a Christian, I did so partly because I was afraid to die without Jesus. But I have been a Christian now for several years and fear doesn't have anything to do with my belonging to Jesus anymore. I love Him and serve Him. I'm His child. And I want to stay His because I believe that's the best way to live.



WRITE DOWN the first letter of the first word in each of the following Bible verses. Then read backward what you have. You'll discover the name of a Gospel song!

1. Matthew 5:14
2. Matthew 7:13
3. Philippians 4:19
4. Psalm 119:18
5. James 4:8
6. Jude 24
7. Matthew 7:7
8. Isaiah 25:3
9. 2 Timothy 2:15
10. Psalm 112:4
11. 1 Thessalonians 5:16
12. Proverbs 11:30

answer: "Trust and Obey"

AMY *learns about prayer*

A TRUE STORY
by John Hornby

"She'll be easy to spot," Amy heard one man say. "All Europeans have blue eyes."

"PRAYERS are always answered," said Mrs. Carmichael firmly.

Then I'll pray that my brown eyes will turn blue, thought young Amy Carmichael. She had always wanted blue eyes like those of her charming mother.

But the next morning when she looked in the mirror, her eyes were still brown. Her mother explained that "no" is an answer to prayer just as much as "yes" or "wait" or "later." Because Amy Carmichael's eyes were brown—and not blue—thousands of India's temple children were to be saved from lives of sin and shame.

Amy was born in Millisle, Northern Ireland in 1867. She moved with her family to Belfast, Ireland in her teen years. In Belfast were ugly slums where tough police made it a point to work in pairs. But Amy Carmichael went into those slums *alone.* She went looking for poor mill girls and told them of Christ's love.

"Aren't you afraid?" she was asked.

She laughed. "I read the Bible daily and God tells me He'll take care of me. And He does."

She founded a center called *The Welcome.* It was a girls' club, a school, and, above all, a mission hall. The mill girls flocked to it. Many could not read, so Amy read the Bible to them. Hundreds received Christ as Saviour.

Time and time again Amy read Christ's command to take the Gospel to all nations. Feeling called to Japan, she chose to leave *The Welcome* in charge of others.

"I'm going to Japan," she told her amazed friends. And to Japan she went. There, at Matsuye, she met Misaki San.

"Come with me to Hirose," said Misaki San. She was trying to help her people find Christ. "There are eight or nine Christians there."

Joyfully, Amy accepted the invitation. But the people of Hirose would not listen.

"They can't be moved," said Misaki San.

"They can if we pray hard enough," Amy Carmichael insisted.

The two girls prayed all day. Soon a young silk weaver came to hear the Christian message. Later she received Christ and was baptized. Others followed and Hirose became a strong Christian community. Again Amy felt called to other lands.

She left the village of Hirose and went to China and Ceylon.

After a brief rest at home in England, Amy headed for India. In 1895 she arrived in Bangalore, India. The palm trees waved greetings to her. The sun gave its warm welcome. But the heathen temples chilled Amy's heart. They were centers of sin.

"Who are those children?" Amy asked, seeing frightened little children in the temple courtyards.

"They belong to the temples," she was told. "They're treated cruelly."

Amy shuddered. Then one day Preena, a small, tortured girl, fled from the temple. She was brought to Amy's new home. Amy took her into her arms.

"Ammai! Ammai!" sobbed Preena, using the South Indian name for true mother.

Amy protected Preena when temple women tried to take her back. Later, to disguise herself, Amy stained her hands and arms with coffee and searched for other temple children. She visited places where a white foreign woman would never be allowed to go.

Once a mob gathered, intent on seizing Amy Carmichael.

"She'll be easy to spot," Amy heard one man say. "All Europeans have blue eyes." But none of them recognized the brown-eyed woman in Indian dress.

* * *

Amy Carmichael stayed in India for 56 years. She founded homes for the temple children at Dohnavur, near the southern tip of India. An accident in 1931 crippled her so that she could not walk again. But she prayed, cared for temple children, and wrote books. As a result of her labors with these children a law was passed, freeing them. She died in 1951, but others carry on the work she began. Today nearly 1,000 children are cared for by the Dohnavur homes.

Amy Carmichael has written several books you might enjoy reading. All are available through the Christian Literature Crusade. "Gold Cord" is the story of the Dohnavur homes. "Kohila" is the story of an Indian nurse.

TRUE ADVENTURES

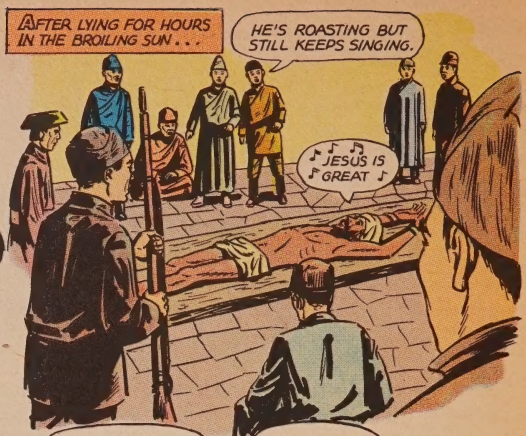
drawn by Berthold Tiedemann

SUNDAR SINGH: INDIA'S SUFFERING SADHU*

END OF A 4-PART STORY
by DON MAINPRIZE

A YEAR OR SO AFTER HIS EXPERIENCE OF BEING BURIED ALIVE IN TIBET, SUNDAR IS JAILED IN NAPAL FOR PREACHING THE GOSPEL OF JESUS CHRIST....

*A TRAVELING BEGGAR PREACHER



SADHU SUNDAR SINGH WAS NEVER SEEN AGAIN. BUT THE SUFFERING SADHU WILL NEVER BE FORGOTTEN BY THE CHRISTIAN WORLD.

FOR MORE OF HIS STORY READ "THE STORY OF SADHU SUNDAR SINGH" BY CYRIL J. DAVEY, PUBLISHED BY MOODY PRESS.

done as a boy, places he had been, good times he had had.

"Dad died when I was 10," he said. "I thought my big brother was the greatest. But he was killed in a car accident. I guess Mom and I never got over that. Afterward we couldn't seem to get along. I guess it was mostly my fault. Things look different when you've been away."

"Looks like I'm going to find that out too," Greg said, "if I ever get home."

Jim didn't say anything, but at the next exit he turned off the freeway suddenly and drove into a small town. He stopped at a street corner and, fumbling in his pocket, pulled out a $10 bill.

"Look, kid," he said, "I can't afford a kidnapping rap. This should be enough for your bus fare home. I'll give it to you if you'll promise not to tell the police about me until tomorrow."

Greg hesitated. Would it be right to make such a promise? He was sure he could call home collect from a pay station and his father would come and get him.

"I'm not asking you to keep still about this,"Jim said. "Just give me a little time."

The pleading look in his eyes caused Greg to say, "OK!" He took the bill and jumped out of the truck. "Thanks, Jim. I'll pray for you," he said. But he was careful to notice the number of the license plates Jim had substituted on the truck.

Home had never looked so good to Greg. His parents didn't scold him. They seemed too glad to see him. He had called them from the little town. He told why he had hidden in the truck and how it had been driven away during the night and then how the driver, finding him, had given him money to get home.

"I owe you an apology, Greg," his mother said. "I found my pen under the desk. I shouldn't have been so quick to accuse you. But I've been so worried lately. I was afraid there was something terrible wrong with me. Today the doctor called to tell me I just need a small operation."

When Greg went to bed that night, he prayed again for Jim. Then he lay awake a long time thinking about tomorrow. His parents had debated whether or not to report the truck missing. "Mr. Mason might have sold it," they reasoned.

Greg hadn't said anything but was confused and unhappy. Had he been wrong to make the promise? The truth was he had *liked* Jim in spite of what Jim had done. He hated to tell what really happened, for Jim's sake. Besides, they might all be angry at him for not speaking up sooner.

He woke in the morning feeling tired and troubled. But when he glanced out of the window, his heart stopped and his breath caught in his throat. The truck was parked in its usual place in the Masons' backyard! He rushed out and found his sleeping bag and other things in a neat pile in the back. On top was a scrap of paper that said, "Thanks, kid. I'm going home."

"That's why he wanted more time," Greg told himself. "Thank You, Lord. I guess you heard my prayer for Jim. And thank You, too, for helping me grow up a little. I was going to show Mom and Dad, but I guess You showed me instead."

Lost!

continued from page 1

van, he ran back to look for me. He hunted for me all night. How terrible I felt when I learned that my disobedience caused so much trouble.

As for me, right at that moment, I was thinking of how I'd been told not to stand under trees during electrical storms. I also remembered my dear friend, Mr. Norton of Lake Compounce Park, telling me stories about the early Indians in Connecticut. Many of the Indians in our area had lived in caves in the mountains surrounding our town.

I made a quick decision and started running back toward the mountains, away from the trail. If I could find one of those caves, I'd be safer in a storm. I finally made it to the shelter of a fair-sized cave. I sat down away from the opening and cried quietly as I watched a severe storm hit outside.

The thunder and lightning lasted only a short time, but the heavy rain kept on and on. By the time it let up, it was growing dark. Now what?

I would never find the trail in the dark, and didn't want to be out in the woods alone at night. So I decided to stay in the cave till morning. I cried when I thought of my family. They would be so worried! Oh, why hadn't I listened to Mr. Smith?

I was hungry, and every little noise scared me. I kept talking to Jesus, though, and that helped. I found some leaves in the cave and made a bed of them. Then I lay down with my sweater over me and finally went to sleep.

I was awakened by bright sunlight drifting into the cave. How glad I was to see it! I put my sweater on and stepped outside. It was much warmer out there. I asked Jesus to help me find the trail. I took a deep breath and started walking away from the mountain.

Again, I moved slowly and carefully, watching for a tree with a blue mark. Suddenly, I thought I heard something. I stopped and listened. Yes! Yes, I heard a voice!

Then something very strange happened. I'd been talking out loud to Jesus. But when I tried to call out to that voice in the distance, not a sound would come! I tried again and again, but all that came out was a whisper. I really began to cry now. I tried to move toward the voice, but I couldn't make my legs go.

My hands moved, but not my legs. I saw three green bottles a little ways from me. I tried to walk again and managed to go a few steps, but my legs felt so funny. Finally I reached the bottles. I picked them up and, one at a time, threw them as hard as I could against a rock. They shattered and I listened. The voice seemed more distant. Hadn't they heard the glass breaking?

I sat down on the rock and closed my eyes and prayed. (I learned later that I had gone into shock when I heard a human voice.) As I sat rest-

continued on page 4

TRUE ADVENTURES

drawn by Berthold Tiedemann

SUNDAR SINGH: INDIA'S SUFFERING SADHU*

PART 3 OF A 4-PART STORY
by DON MAINPRIZE

SUNDAR SINGH DARES TO CROSS THE DANGEROUS HIMALAYAN MOUNTAINS INTO TIBET. FOR PREACHING THE GOSPEL THERE, HE IS BURIED ALIVE IN A WELL HOLE BY THE GRAND LAMA. THE COVER TO THE WELL IS LOCKED TIGHTLY. ONE ARM BROKEN, SUNDAR CRIES TO GOD FOR HELP. THREE DAYS LATER . . . .

* A TRAVELING, BEGGAR-PREACHER

HIS RESCUER DISAPPEARS AS SOON AS SUNDAR IS SAFE ABOVE GROUND. AFTER A NIGHT'S REST, HE RETURNS TO THE MARKET AND PREACHES FEARLESSLY.

NEXT WEEK: SUNDAR BECOMES FAMOUS

continued from page 3

ing, I calmed down. When I opened my eyes, I was able to walk. I tried my voice. My "help!" rang out loud and clear. I called again and again.

Now I heard voices coming closer and closer. "I'm here," I called. My voice was stronger, but my heart was pounding and my legs still felt weak.

Just then a man who lived down the street from my family burst through the trees. I ran to him and he lifted me in his strong arms. "I've got her," he yelled. "I've got her and she's all right!"

Later, I sat in my own bed, sipping some hot soup Grandma had made. Mama and Daddy sat on the bed beside me. How good it was to be with my family and to know I was loved and forgiven!

Things TO MAKE AND DO!

PERHAPS you have already experimented with writing with milk or lemon juice. But to do a real professional job, the way some secret agents get information to their contacts, buy a little *cobalt chloride* from a hobby or toy store.

Mix the cobalt chloride with plenty of water. Use a pointed stick or clean straight pen (like a drawing pen) and write with the solution on white paper. After the writing dries, it should be invisible. If it shows pink, your mixture is too strong. Just add more water.

When you hold the invisible message over heat (a lighted light bulb) the warmth will make the writing appear, just as if you had used blue ink.

Next time you write to your pen pal or that good friend where you used to live, write your usual letter first. Then use the secret ink in between lines to send him or her a secret message.

If your friend is not a Christian, you might put in a Scripture verse or tell him what Christ means to you and ask him to become a Christian too.

awhile he dozed off again.

He awoke with a start. The truck had stopped! Through the crack in the doors, he saw a thin line of daylight. In the distance he heard muffled voices. He jumped up and began to shout and pound on the truck walls again. Suddenly the doors opened and a man in his early twenties stood staring at him. Beyond him Greg could see gasoline pumps. The man swore.

"Where did you come from?" he asked. "Never mind. I'll get to you in a few minutes. Just keep still till we get out of here." He slammed the doors shut and the lock clicked. In a moment the truck began to move.

Greg sat down, trembling. *At least,* he thought, *someone knows I'm here. I won't starve. But what if the guy HAS stolen the truck?*

It must have been 10 minutes later that the truck stopped again. The doors opened and Greg saw that they were parked in a grove of trees beside a dirt road. He wondered if he could jump out and run for it. But the man caught his arm as he started to climb down.

"Now," he said, "let's have it. What are you doing here?"

"I was hiding from my parents so they'd think I'd run away," Greg said, sniffing.

"What did they do to you?" the young man asked.

"Nothing—really. I guess I was just dumb," Greg admitted.

"Well, what am I going to do with you?"

"Just let me go. I'll get home some way," Greg said.

"And let you put the police on my trail?" The fellow shook his head. "Oh, no you don't."

So he *had* stolen the truck, Greg thought. "They'll be looking for you anyway as soon as the truck

continued on page 4

Susan's Friend Julia

continued from page 1

table for supper. It's much too late to walk downtown." Her mother spoke firmly and Susan knew she'd better not coax.

"Julia doesn't have to help her mother," Susan grumbled as she banged dishes on the table. "And she can go downtown whenever she wants to."

Mrs. White didn't say anything and Susan felt very unhappy. She'd asked the Lord Jesus to be her Saviour and knew He wouldn't like the way she was acting. But she just couldn't seem to help herself. Everything seemed to be all wrong.

If only Mama would let me do things like Julia does, she thought. *She treats me like a baby and I'm just as old as Julia.*

Later, when Susan was helping with the dishes, her mother tried to explain why she wouldn't let her go downtown. "There's so much danger and so much trouble youngsters can get into down there," Mother said.

Susan tried not to listen. *Julia and I are big enough to be careful,* she thought.

When the dishes were finished she went back to Julia's for awhile. "Come on, Julia, let's play," she said, when she found Julia sitting with her chin on her hands on her front step.

"I'm going for a milk shake," Julia said. "I didn't have any supper." She got up as she spoke and smoothed out her short, bright dress. "Come with me."

"Oh, Julia! Why don't you come to my house. I'm sure Mama will let us make sodas. Mama says I can't go downtown." Susan hoped she could persuade Julia.

"My mother'd rather I went and got a milk shake than have me bother your folks," Julia said. "If you wanted to be best friends, you'd come with me. It's only five blocks."

"I do want to be best friends, Julia," Susan said. "But I have to do what Mama tells me."

"Your mother wouldn't even know if we went out the back way," Julia said.

Susan hesitated. "But what if we don't get home before she calls me?" she asked.

"We'll be back. C'mon. I'll buy you a milk shake too," Julia said, taking Susan's hand and starting toward the alley.

Julia's right, Susan thought, as they ran down the alley. *It's not like going downtown. The Dairy Bar isn't far. We'll be back long before Mom calls. Maybe if I go with Julia now, she'll go with me to Sunday School on Sunday.*

Julia was talking and laughing as they turned onto the Dairy Bar street. But Susan was troubled. *What if someone sees me and tells Mama?* she wondered.

She walked slower and slower. *Someone already does see me,* she thought. *God does. He sees everything.*

"What's wrong now?" Julia asked.

Susan stopped. "I'm going home," she said. "I'd like to be best friends with you, but not if I have to disobey. I don't like myself when I do that."

"Silly!" Julia scoffed. "Your mother doesn't really care."

"Yes, she does," Susan said. "She cares because she loves me. And God cares when I disobey. Come home with me, Julia. Mama will give us something to eat."

"Huh! My Mama's too busy to care where I go," Julia said.

"Not my mother," Susan said, feeling suddenly glad that her mother did care about where she went. "Come on home."

Julia hesitated, then started toward home with Susan. "I wish my mother cared like yours does," she said. "And you say God cares too?"

Greg Shows 'Em
continued from page 3

is reported stolen," he muttered.

"Who'll report it? Come on, now. You might as well ride up in front with me so I can keep an eye on you. Give me someone to talk to, at least." He shoved the boy ahead of him into the truck seat. "And don't try to jump out or you'll kill yourself. And don't try yelling, either."

Greg wondered what the man would do. Did he have a gun? For some strange reason, he didn't feel scared anymore.

They drove back to a highway and soon turned onto a freeway. Greg discovered by the road signs that they were just over the state line, about 200 miles from his home. He stared curiously at the man beside him. He didn't look like a criminal, but, of course, you couldn't tell. There was an I.D. bracelet on his arm. Greg could make out the name "Jim" but not the last name.

He began to watch the road signs, wondering where they were going. He must figure out a plan of escape. If only they'd stop for a red light. But that wouldn't happen on a freeway.

Jim began to talk, his tone friendly. "I needed this truck for a stake," he told Greg. "I just got out of the Army. I was going to use the money I'd saved to set myself up in the truck business at home. Then, like a dumb fool, I lost most of it in a dice game. A guy told me about this truck. He used to work for the owner and never turned in the keys. He sold them to me. I can't go home now. I'll have to go somewhere else."

"Where do you live?" Greg asked.

Jim grinned a little. "That's something you don't need to know," he said.

"They'll trace the truck to you sometime," Greg shrugged.

"Not when I get through with it," Jim said. "Man, I'm starved. How about some breakfast?"

"OK," Greg agreed. He *was* hungry. And this might be a chance to get away.

continued next week

It Happened at Night

As you read your Bible, you will note many events that happened at night. Can you match the men with their night experiences?

1. Wrestled with an angel	a. NICODEMUS
2. Had a visit with Jesus	b. JUDAS
3. Sang praises in prison	c. SAMUEL
4. Released from prison by an angel	d. JACOB
5. Betrayed his master with a kiss	e. PETER
6. The Lord called him four times	f. NEHEMIAH
7. Spent the night with lions	g. PAUL
8. Inspected the walls of Jerusalem	h. DANIEL

by Marie Knott

answers: 1-d (Gen. 32:24) 2-a (John 3) 3-g (Acts 16:25-27) 4-e (Acts 12:6-10) 5-b (Mark 14:43, 44) 6-c (1 Sam. 3:3-10) 7-h (Dan. 6:16-22) 8-f (Neh. 2:12-15)

EXPLORING GOD'S WONDERS
with John Leedy, Ph.D.
and Don Mainprize

FOOD FACTORIES of the world

IF SOMEONE asked you to show him where most food was made, where would you take him? To the grocery store? No, food is sold there but not made there. To the canning factory? No, there food is only put into cans.

You'd have to take him to the farm. Sooner or later all food except salt and water can be traced back to green plants on the farm. Even beef, pork, chicken, and other meats come indirectly from plants. Plants were changed into meat by an animal's body.

Without green plants all animals and people would starve, for green plants are God's original food-makers or food factories. They make and store food for themselves, animals and people.

The plant's food-making process is called *photosynthesis.* Planned by an all-wise God, this process still puzzles scientists. No one knows exactly how it works.

We do know, however, what happens. A green plant takes water from the soil and a gas [carbon dioxide] from the air. With the aid of light, it makes sugar from the water and gas. It also takes minerals from the ground, up through its roots to make other kinds of foods. It uses these foods for growing. But just how does a plant take in the air, light, and water that it needs?

Air passes in and out of the plant through pores in its leaves. These pores are called stomata or "little mouths." They are usually found on the underside of a leaf and can only be seen with a microscope. When water is scarce, the stomata close, keeping the cells in the leaf from drying out.

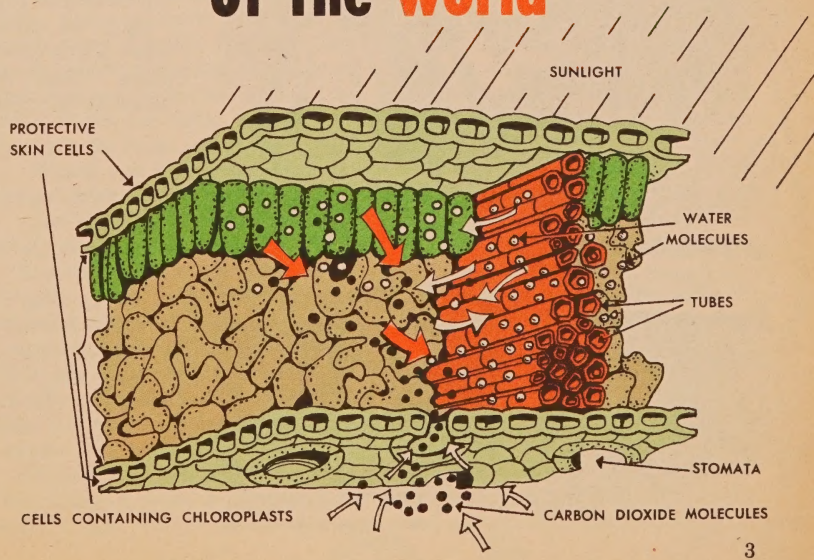
When water is available and the leaves are exposed to daylight or artificial light, the leaf cells absorb carbon dioxide from the air. The plant uses this gas in making its food. At night the plant does not make food. Then the leaf cells give off carbon dioxide and absorb oxygen just as we do when we breath.

The cells inside a leaf are tiny factories. They use the raw materials of carbon dioxide and water in the presence of light to produce sugar.

In the drawing below, these factory cells are protected on the top and bottom by a single layer of cells. These are called epidermal cells (the dermal part means *skin.*) A waxy coating over the cells of the upper epidermis helps control loss of water from the delicate factory cells below.

The large tubes you see in the drawing are the main veins of the plant's water supply system. These veins connect with other veins that continue all the way

continued on page 4



TRUE ADVENTURES

drawn by Berthold Tiedemann

SUNDAR SINGH: INDIA'S SUFFERING SADHU*

PART 1 OF A 4-PART STORY
by DON MAINPRIZE

TEEN-AGER SUNDAR SINGH OF RAMPUR, INDIA, IS POISONED IN THE EARLY 1900s AND PUT OUT OF HIS HOME BY HIS FATHER. HIS FATHER HATES SUNDAR BECAUSE HE HAS BECOME A CHRISTIAN. MIRACULOUSLY SAVED FROM DEATH, SUNDAR CHOOSES TO BECOME A SADHU.* ONE AFTERNOON ON A TRIP THROUGH INDIA'S MOUNTAINS, SUNDAR STOPS BY A FIELD IN NORKANDA. . . .

*A TRAVELING BEGGAR-PREACHER

NEXT WEEK: BURIED ALIVE

continued from page 3

from the leaves to the roots. They also connect with much smaller veins that supply water to all parts of the leaf.

Tiny root hairs absorb water and raw food material from the soil. As the water enters the roots, it is drawn up the plant through special conducting tubes into the leaf veins. Water is stored in the leaf cells.

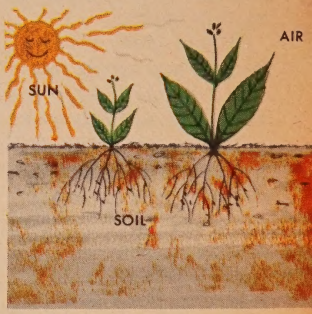
Some water, however, is always oozing through the cell walls into the air spaces in the leaf. These tiny droplets of water change into vapor and escape into the air through the stomata. When a plant loses water in this way faster than it can get water from the soil, it wilts or even dies.

We have seen how plants breathe in air and draw water from the ground. But how do they use sunlight? To find the answer we need to look closely at the leaf.

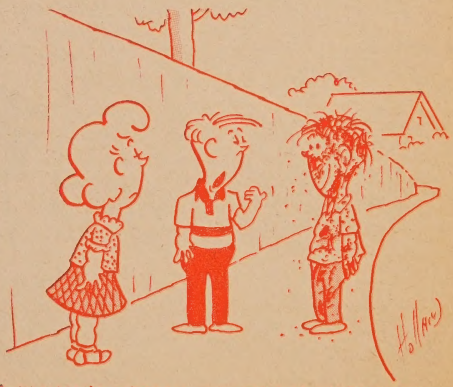
Leaves, like all living things, are made of millions of cells. The word *cell* comes from a Latin word that means little room. You can see some leaf cells in the drawing on page 3.

Inside the cells are tiny green bodies called chloroplasts. These might be called the "machines" of the leaf factory. These machines use sunlight, combine it with water and carbon dioxide, and make food (sugar) for the plant.

Because plant factories work whenever there is light, they make food faster than they can use it up. Plants store this food in roots, stems, or seeds. When you pick a vegetable or a fruit from your garden you are really robbing a plant's storehouse!



But God knew that if we were good gardeners there would be enough fruit for us to eat and plenty left for seed. So He said, "Behold, I have given you every herb yielding seed . . . and every tree, in which is the fruit of a tree yielding seed; to you it shall be for food" (Gen. 1.29, ASV).



"MY NAME'S FREDDY, AND THIS IS MY BROTHER... EDDIE,.... I THINK."

rgotten Birthday

ward, her mother and father would speak to the junior department of that church. She dreaded meeting a lot of new children when she was so unhappy. Sometimes being a "missionary kid" was *no fun!*

At breakfast, she had received her birthday presents. But even the pretty new red and white striped dress couldn't make her forget the disappointment she felt when mother said, "Carolyn, since we have a meeting tonight, we'll have to have your cake tomorrow. You won't mind, will you, dear?"

"No, Mom, I understand," she had answered. "Tomorrow will be fine." But in reality, she had been disappointed.

She had felt terrible all day, and now it seemed she was completely forgotten. No one had even mentioned her birthday.

Later, when she walked into the junior department at the First Baptist Church, with her parents, she felt like crying. The room was filled with boys and girls. They had all turned around to look at her and grin. Some of them whispered to each other. Carolyn felt sure they were talking about her. She rubbed her eyes to stop the tears from running down her face. She wasn't going to let them see her cry.

"Would you like to sit with the other children?" mother asked.

"No thanks, I'd rather sit with you," she answered.

It seemed as though the meeting would never end. Her parents showed slides of the work in the migrant camps and told the juniors how the Lord was blessing. They thanked the boys and girls for praying for their work and for the money they sent each month.

Finally the meeting was over and Carolyn could hardly wait to leave. She wasn't listening too closely to the lady who was standing and speaking at the front of the room. Then she heard her name mentioned. The lady was saying:

"Tonight the 'Live Y'ers' have a surprise for Carolyn. They knew she would be having a birthday while she was here at our church, so they decided to have a party for her. They've been planning it for several weeks and are just as excited about it as they knew Carolyn would be."

Carolyn couldn't believe it—a party just for her! No wonder everyone had smiled and whispered when she came in. She was the only one in the room who didn't know what was going on.

The girls gathered around her, all talking at once. When they led her to the next room, her eyes got as big as saucers. In the center of the room was a table with not one, but two big, beautiful cakes with her name spelled out on top.

"Hey Carolyn," shouted one boy, "look at all the presents. Wait until you see the one I brought you."

At the end of the room was a table piled high with presents. Carolyn had never seen so many in her life.

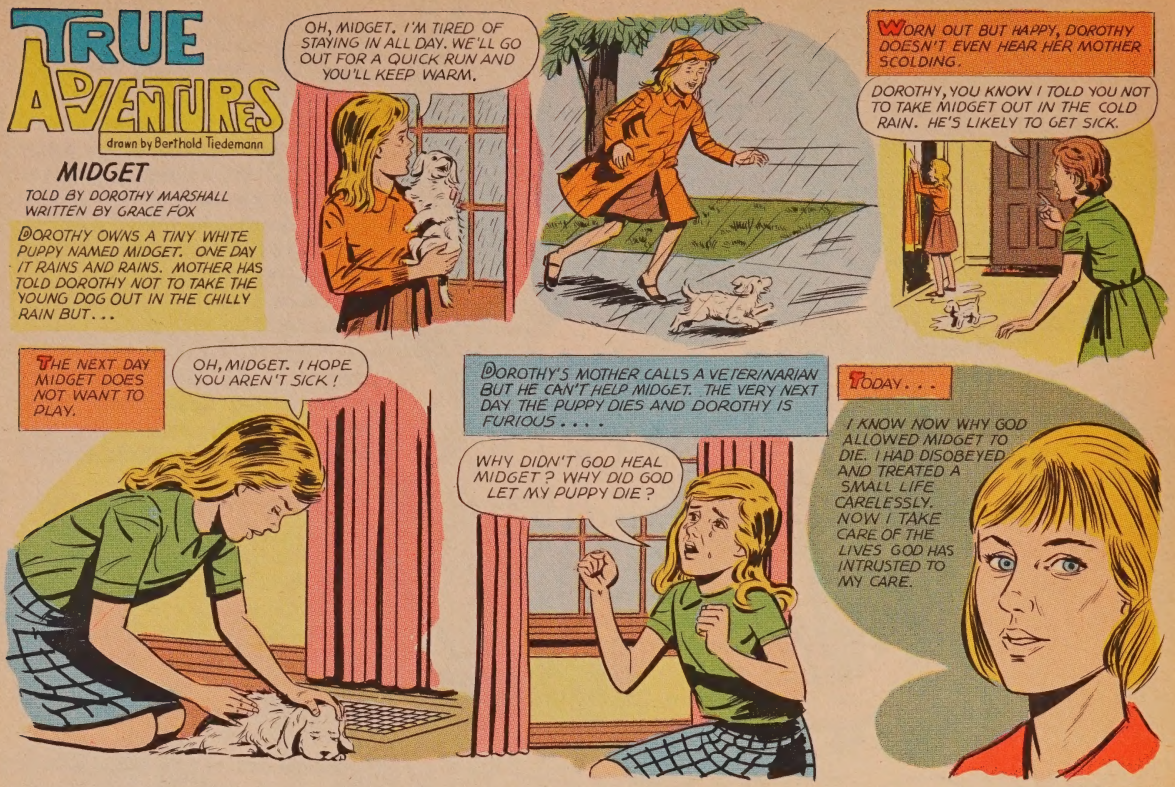
By now the tears were running down her face, but she didn't mind a bit. They were tears of joy.

What fun it was to open the presents! There were games, books, purses, clothes—everything a 10-year-old girl would like. The other kids were excited too. They had bought the gifts themselves and enjoyed watching her open them.

By the time the packages were all unwrapped and the cake and ice cream was eaten, Carolyn felt as if she had become a part of the group.

That night, before she went to bed, Carolyn looked over her presents again. She knew she would never forget her 10th birthday. She was even glad she was a missionary kid.

And the juniors—the 'Live Y'ers of the First Baptist Church—would especially remember the happiness they gave Carolyn on her birthday.



Marty, the Mechanical Marvel
continued from page 2

wind the chain from around the spokes. But he just couldn't find an answer. What could he possibly learn from a broken-down bicycle?

He was still working on the bicycle when his mother called to tell him it was time to get cleaned up for Sunday evening services at church.

"May I stay home, please?" he asked. "I just have to get the bicycle fixed tonight so I can go to the newspaper office tomorrow."

Mrs. Anderson came to the door. "Is it really that important?"

Marty started to nod but gulped instead. Because all of a sudden he knew *exactly* what the Lord was trying to teach him!

He had put the bicycle first. He had skipped Stockade, prayer, even church because of the bicycle! There was nothing wrong in having a bicycle, Marty knew. What was wrong was that he had let that bicycle become more important to him than his friendship with God.

Slowly Marty stood up and wiped his hands on a greasy rag. He grinned. "It can wait," he said. "I'm going with you."

●

What Are the Words?

1. Joseph's father gave him a C _ _ _ of many colors.
2. Joseph's brothers came to Egypt to buy C _ _ _.
3. Moses heard a voice from the burning B _ _ _.
4. The tabernacle was a large T _ _ _.
5. The Wise Men from the east followed a S _ _ _ to Bethlehem.
6. They gave G _ _ _ to Jesus.
7. Jesus' mother M _ _ _ thanked them and remembered their visit.
8. Herod was a cruel K _ _ _.

by Mildred Olive Honors

answers: 1. Coat; 2. Corn; 3. Bush; 4. Tent; 5. Star; 6. Gold; 7. Mary; 8. King.

A Bible Puzzle about our God

The Bible tells how wonderful our God is. In each quotation, underline the correct word to complete the quotation. Then rearrange the first letters of the six words to form one of the titles given to Jesus Christ.

1. "How (holy, excellent, marvelous) is Thy lovingkindness, O God!" (Psalm 36:7).
2. "The testimony of the Lord is (sure, perfect, wise)" (Psalm 19:7).
3. "The Lord is (kind, tender, merciful) and gracious" (Psalm 103:8).
4. "The Lord is (just, righteous, eternal) in all His ways" (Psalm 145:17).
5. "Thy Word is (steadfast, glorious, true) from the beginning" (Psalm 119:160).
6. "How (amiable, refreshing, beautiful) are Thy tabernacles, O Lord" (Psalm 84:1).

by Grace V. Watkins

answers: 1. excellent; 2. sure; 3. merciful; 4. righteous; 5. true; 6. amiable; Title: Master (Luke 9:33)

Vinny got in on the second try. She could feel her black braids bumping against her ears.

hardest part was running in. She missed.

Patty shouted, "That's OK, Vinny. You get another chance."

Vinny got in on the second try. She could feel her black braids bumping against her ears. She jumped 40 times.

Then it was Elsa's turn to jump. "I can jump one rope but I've never jumped double Dutch," she said.

Vinny showed her how to get the rhythm and watch the ropes before she ran in. She got in, jumped once, then tripped.

"You missed," called Patty. "My turn." Elsa moved out of the way and watched as Patty ran in perfectly. The bell stopped her at 95.

"Coming to my house to play?" Rita said to Vinny after school.

"How about Elsa?" asked Vinny. "We promised Miss Foley we'd play with her."

"We may have to play with her at school," Patty said, "but we don't have to take her home."

"It only takes three to jump rope," added Rita.

Vinny hesitated, then swallowed hard. "I'd better go home today. I told Mama I'd help with Stevie." Stevie was Vinny's baby brother.

Now what have I done? Vinny thought as she started home. *Elsa's not much fun. She's shy and can't jump rope.* Nevertheless, Vinny hurried to catch up to drooping Elsa. *I do belong to Jesus,* she reminded herself. *And I guess this is part of loving others.*

"Elsa, wait," she called.

Elsa's face lit up. "Why, Vinny, I thought you'd gone home with Rita and Patty," she said.

"Oh—not today," Vinny hedged. "Can you come over and play?"

"I'd love to, Vinny," Elsa answered. "No one's home at my place. Mother works until 6 o'clock."

How terrible to go home to an empty house! thought Vinny.

When they reached her home, Vinny's baby brother was sitting on the front porch and her three younger sisters were playing jump rope. Mama was in the good-smelling kitchen. She spread jelly on leftover corn bread for the girls. Vinny loved corn bread almost as much as the coconut cake her mother was frosting.

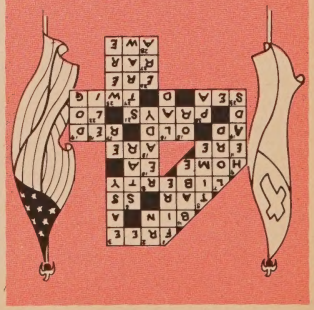
She and Elsa sat on the porch, eating and watching the jump rope game. Finally Elsa said, "Patty doesn't like me, does she?"

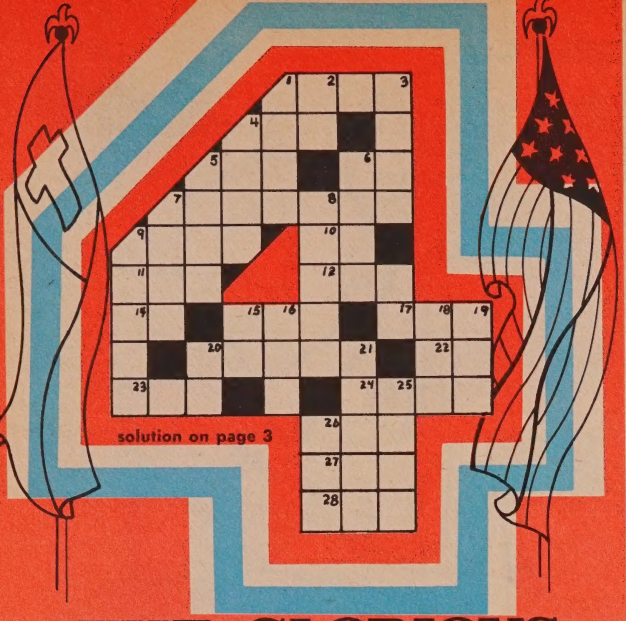
"It's not just you, Elsa. She loves jump rope so much she won't play with anyone who can't jump." Then the thought that had been rolling around in her head like a marble in a maze game flipped out. "I have it! C'mon." Vinny pulled Elsa to her feet. "You're going to learn to jump double Dutch."

Vinny got another rope and her sisters turned for the game. Elsa caught on fast with such an expert teacher. Her smile completely changed her appear-

continued on page 4

solution to page 4 puzzle





THE GLORIOUS FOURTH PUZZLE

by Sylva Harper

across

1. "If the Son therefore shall make you _____, ye shall be free indeed" (John 8:36).
4. A box or enclosed place for holding coal, potatoes or grain.
5. A black substance put on some roofs.
6. First letters of the two words "Sunday School."
7. ". . . where the Spirit of the Lord is, there is_____" (2 Cor. 3:17).
9. _____ is where the family can enjoy being together.
10. First letters of the two words "encourage all."
11. "Sir, come down _____ my child die" (John 4:49).
12. The stripes on the flag of the United States of America _____ red and white.
14. The two letters _____ stand for Anno Domini (the year of our Lord).
15. The flag of the U.S. is called _____ Glory.
17. The brightest of the colors in the U.S. flag.
20. When Mary kneels beside her bed at night, she _____ to her heavenly Father.
22. After the Resurrection, Jesus told His disciples, "And, _____, I am with you always" (Matt. 28:20).
23. The flag waves over land and _____.
24. A very small branch or shoot of a tree.
26. Same as 11 across.
27. First letters of the three words "redeemed are righteous."
28. "Stand in _____, and sin not" (Ps. 4:4).

down

1. The Fourth is often celebrated with displays of _____ works.
2. First letters of the two words "registered nurse."
3. The Lord Jesus said, "For My yoke is _____, and My burden is light" (Matt. 11:30).
4. Jesus came to earth to be born as a _____.
5. July 4th is a _____ for rejoicing because the United States is a free country.
6. The emblem (singular) seen in the blue corner of our flag.
7. ". . . put your trust in the _____" (Ps. 4:5).
8. "Therefore be ye also _____" (Matt. 24:44).
9. "And when these things begin to come to pass, then look up, and lift up your _____" (Luke 21:28).
15. An American citizen must honor his flag _____ he'll be disloyal.
16. When Jesus fed the multitude, He did so with the five barley loaves and two small fishes that had belonged to the _____.
18. Priest under whom Samuel served in the temple (1 Sam. 3:1).
19. Often a boy or girl's favorite pet.
20. A very short nickname for Father.
21. "The lion shall eat _____ like the ox" (Isa. 11:7).
25. The Christian and the American flags _____ both on the platform.
26. We speak of the Christian _____, meaning the period of time since Christ's coming.

continued from page 3

ance and Vinny realized how unhappy she had been.

Helping Elsa made Vinny feel good inside.

When Vinny's mother called supper, Elsa hugged Vinny. "Thank you for helping me," she said, and ran toward home.

How funny that helping someone makes you love her, thought Vinny. She skipped into the house. What fun it would be to surprise Patty!

At noon recess the next day, Miss Foley volunteered to turn the jump ropes. She and Vinny soon had the ropes flying. Vinny looked at Elsa and winked. Elsa smiled.

Patty and Rita jumped and then it was Elsa's turn. She ran in quickly.

"Eighty, eighty-one, eighty-two," the girls chanted as Patty's eyes got bigger.

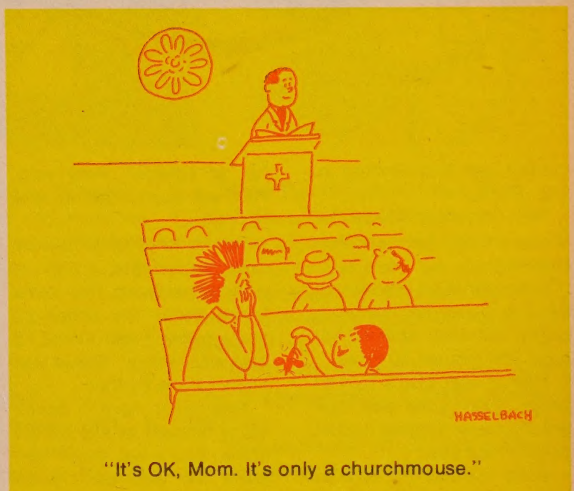
When Elsa reached 150 and was still jumping, everyone was about to pop. Vinny couldn't keep a big grin off her face.

The bell cut the jumping record short.

"Boy, Elsa, you might have made 200 if it wasn't for that old bell," Patty said as she walked beside Elsa. "I didn't know you could jump like that. If you could play with us after school today, we might break the school record."

Miss Foley walked beside Vinny. She looked at her and smiled. Did she know Vinny's secret?

Vinny smiled back. "Isn't four called a quartet, Miss Foley?" she asked. Miss Foley nodded.



"It's OK, Mom. It's only a churchmouse."

dishpan. It wasn't her turn and she wouldn't make any money for doing them, but in their family everyone helped—without expecting pay. That was part of being a family.

She glanced up at the calendar. Fiesta Day was circled in red. This year the entire town would turn out for the fun and contests because this was the town's 100th birthday. If only she had new roller skates for that race, she was sure she'd win.

Her own birthday was coming soon, but there wouldn't be a party. "Not enough money, dear," Mother had said. "But we'll have a cake for supper and a family party." If only that day would arrive *soon!*

When it finally came, it seemed like any other day—until suppertime. They had the cake—delicious, with candles. And her gifts—a lovely blue dress, made by her mother; a heart-shaped box of candy from Daddy; a square box from Woody. He grinned, saying, "It's not much but the best I could do."

"Oh, thank you, Woody," Dodie said as she took off the wrapping paper and discovered a jigsaw puzzle. Then she picked up the small box from Charles, recalling what he had said about having to buy it for her.

She opened it. It was a pretty bracelet with silver charms dangling from it. But she wasn't happy, knowing he hadn't wanted to give it. "Thanks, Chuck," she said quietly.

Only Grandmother's gift was left—an envelope. She opened it eagerly and found inside a whole $10! At Henley's Store, she had seen a pair of roller skates for $9.98—just what she wanted. And here was the exact amount she needed to buy them.

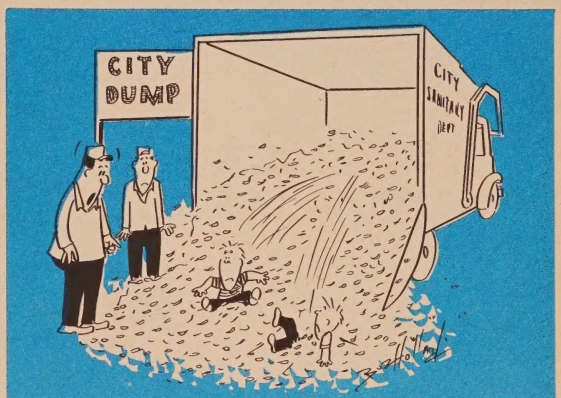
"New skates?" Mother said, smiling. "Maybe you'll win the race in the Fiesta."

Everyone was looking at Dodie now. And she knew God was looking and listening too, so she smiled widely at her family and said, "I'm putting it all into the church building fund. I'll use the old skates." When she had said it, she felt a joy she could hardly believe. It felt so good to do something special for the Lord!

Silence descended on the table, and everyone stared. Charles' face grew red, and Woody looked at her with wide eyes. Dad smiled warmly, and Mother wiped at a tear.

After a minute, Charles cleared his throat. "Well, I guess I could return that bracelet. They have second-hand skates at the flea market on Elm Street. They cost about the same as the bracelet. And they're much better than your old skates."

They were too. Charles made the exchange for her, and Dodie skated in the Fiesta. She won a third place in a race, but she won something much more important than a prize. From that day on, Charles began going regularly to church again, instead of goofing off as he had for a while. And Dodie knew his decision had something to do with her being a cheerful giver.



"Great scott, Bill! Where'd we pick up this load of leaves?"

Cows in the Corn
continued from page 1

opened the window and looked out.

"What are you going to do?" Al asked.

"We're going over there and cut down some of his corn!" Bill said.

"Say! That would show him! Spoil just as much for him as he spoiled for us!" Al changed his tone and found his shoe.

"Mom and Dad won't let us go out now," Paul spoke up.

"Yeah," I added. "They'll want to know what we're up to."

"We'll just wait until they're asleep. Come on, get into bed. Keep real quiet," Bill told us.

So we crawled into bed with our clothes on, just in case Mom looked in. After a while we heard Dad lock the doors and Mom come upstairs. Paul was asleep and I was dozing when Mom looked in.

In a little while, we heard Dad snoring. Bill slipped out of bed. I climbed down from my top bunk and shook Paul. "Come on, Paul," I whispered. "It's time to go."

He yawned, then came to life.

Al put his knife into his pocket and I made sure I had mine. One by one we stepped out onto the roof of the front porch into the moonlight. Then we climbed down the big tree that grew against the house. We slipped over to Mr. Matson's cornfield and went to work.

"This'll teach old man Matson to let his cows eat our corn!" Bill said as he whacked down stalk after stalk with his hunting knife.

"Now he can't buy any new beds, either," Paul muttered as he broke a nice crisp stalk. Al and I cut corn until our hands wore blisters.

When we figured we had made as big a hole in his field as the cattle had made in ours, we sneaked back through our window and crawled into bed.

For the next week or so, my brothers and I were somewhat glum and jumpy. I began to think that maybe we shouldn't have cut down Mr. Matson's corn. It didn't help when we heard the sermon at church the next Sunday. I wasn't paying much attention to the preacher. Then suddenly the words he was reading from the Bible made me perk up.

" 'Recompense to no man evil for evil,' " he said. " 'Avenge not yourselves, but rather give place unto wrath; for it is written, "Vengeance is mine; I will repay," saith the Lord.' "

Now I knew for sure that we had done wrong. Somehow God would have taken care of our spoiled corn and our rickety beds without our help.

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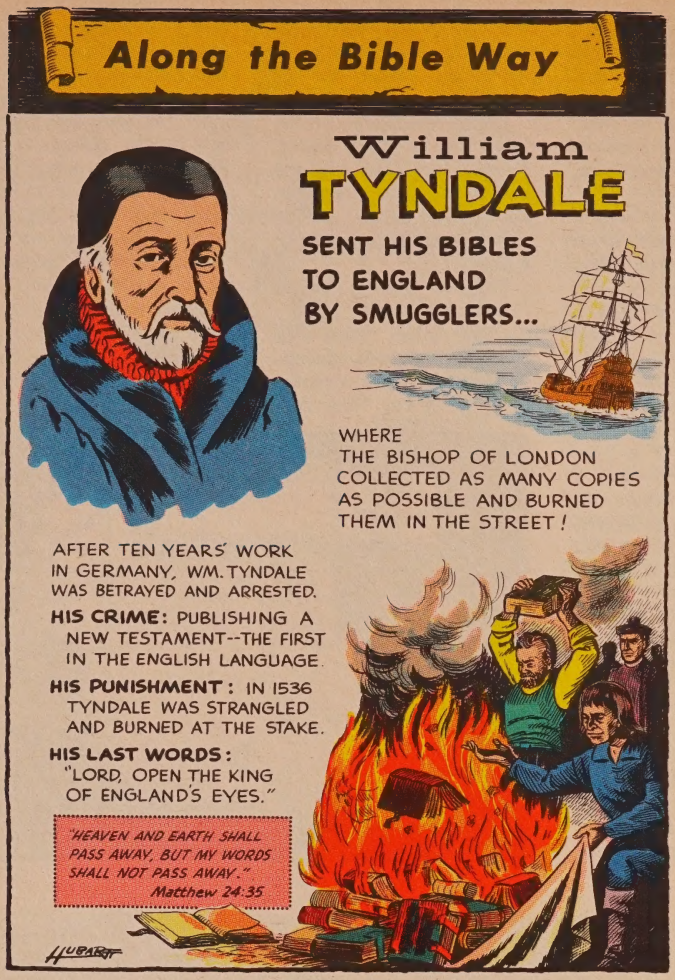

Cows in the Corn
continued from page 3

I sneaked a look at Bill and Al. They looked like I felt.

The preacher turned to Proverbs now. "'Say not, I will do so to him as he hath done to me; I will render to the man according to his work.'"

I could hardly wait for church to end. "What are we going to do now?" I whispered to Bill as we filed out of church. "About the corn, you know?"

"I don't know," Bill answered.

Out in front of church Mom and Dad talked a while with the grown-ups. On the way home, Dad said, "I had Mr. Matson figured all wrong. I thought he was just careless. I didn't know the cattle got out because he was too sick to take care of them.

"We should have visited the Matsons," Dad went on. "Then we would have known they needed help. Here we accused them falsely of being careless and shiftless. We're the poor neighbors."

We boys in the back seat were sober and red faced. You can guess how we felt. We didn't speak until we got home and were changing our clothes. "What are we going to do about that corn?" Al voiced the question we all had in mind.

"We'll have to make up for it somehow," Bill said.

"Maybe we can get work and pay for it," suggested Paul.

"Mr. Price wants me to cut cockleburs for him," I remembered. "I can give Mr. Matson the money I earn there."

"Maybe we can clean Mr. Debus' barn again," Al suggested as we started downstairs to the table.

Dinner was just over when there was a knock at the door. I opened it and almost sank through the floor. There stood Mr. Matson! Dad invited him in. We boys disappeared into the kitchen but kept our ears open.

"I wanted to come sooner," Mr. Matson began, "but I've been down with pneumonia. My wife says that our cattle broke out and got into your corn while I was sick. I'm awfully sorry and want to make it right. I brought a check over to cover at least part of the loss." He put the check into Dad's hand.

Did we guys feel small! Bill motioned to us to follow him. Mr. Matson was just leaving. "Mr.—Mr. Matson," Bill stammered. "Wait. We have something to tell you."

So while the grown-ups listened in shock, we blurted out what we had done. There was a long silence.

Finally Dad broke it. "I certainly can't take this check now," he told Mr. Matson as he handed it back. "The corn the cows ate was to have bought new bunk beds for the boys. By taking things into their own hands, they've done themselves out of new beds."

"Mr. Matson, I guess you needed your corn as much as we needed ours," Bill admitted as he watched our neighbor tear up the check.

"We're sorry we tried to get even," Al apologized.

The words "recompense to no man evil for evil" ran through my head.

"We want to work for what we spoiled," Al said.

"Well, boys," Mr. Matson replied, "that's real good of you. I could use some help around the barn until I get to feeling better."

"We'll be glad to help," I said.

We would have to sleep in the same rickety beds for a while longer, but we had made a new friend. And I had heard that Mrs. Matson kept a jar of yummy doughnuts handy.

TAG-ALONG

JEANNE TOUSSAINT, 10

ing with her friends, and all I had gotten for breakfast were three burnt pancakes!

My favorite Bible verse which I had stuck on my mirror at home was Matt. 5:44. It says something like, "Love your enemies, and pray for those who persecute you." I reminded myself that the verse meant sisters too.

Soon Mr. Bob pulled the truck over beside the muddy banks of Deer Creek. We unloaded the playaks and slid down to the water with them. One by one we climbed in and drifted downstream, using our paddles to guide our small crafts.

The water was fast. Not many rocks showed, probably because we'd just had a heavy rain a few days before. So many loose branches were floating by that I was afraid I'd get my paddle tangled in them. Blackberry bushes and weeping willows lined the banks and drooped into the water. Birds sang all around us.

I splashed myself as I paddled, but I didn't mind because the sun was so hot. I was sorry when Norma passed the word down the line that we would stop for lunch.

Jelly sandwiches and cider! When I told Becky I bet the French voyageurs didn't eat like that, she just said, "That's ignorant!"

Norma helped us clean up. Then she said, "Pretty soon we'll be coming to the old dam. You know we had planned to swim in the reservoir at the top of the dam where it's usually calm.

"Right now, though, there's a crack in the top of the dam, and the current is too fast and dangerous for us. So when I pass on the word, beach your playaks pronto. Mr. Bob will be waiting to pick us up. OK?"

I shrugged. Who wanted to swim with tennis shoes on anyway?

My squishy tennis shoes were just beginning to dry out in the hot sun when I noticed how fast the current was.

I had all I could do to miss some old branches sticking out of the water. When someone called out from behind me, "Norma says to beach the playaks. We're coming to the dam!" I half expected it.

I didn't even look up. I just concentrated on getting to shore. Grabbing some willow branches, I pulled my playak right up to the bank. I climbed on shore, dragging my playak behind me. Then I turned around to see how the others were doing.

Some girls were ashore behind me upstream. I could see Norma struggling with the two who were always tipping over in the pool in practice.

They had let go of their playaks, which were heading in the current right toward the crack in the dam! In fact, everything floating in the water was heading straight for that crack and being sucked right through and over the dam. I shivered.

Another girl had tipped over by the old tree I had avoided. Her playak was upside down, but not floating away, so I figured she was holding onto it from underneath. Whoever it was needed help fast.

I was the skinniest, littlest kid in the group—and the only one around at the

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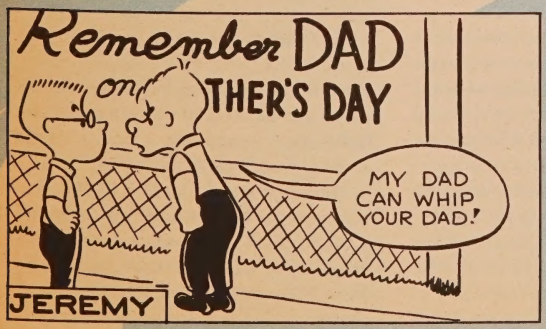
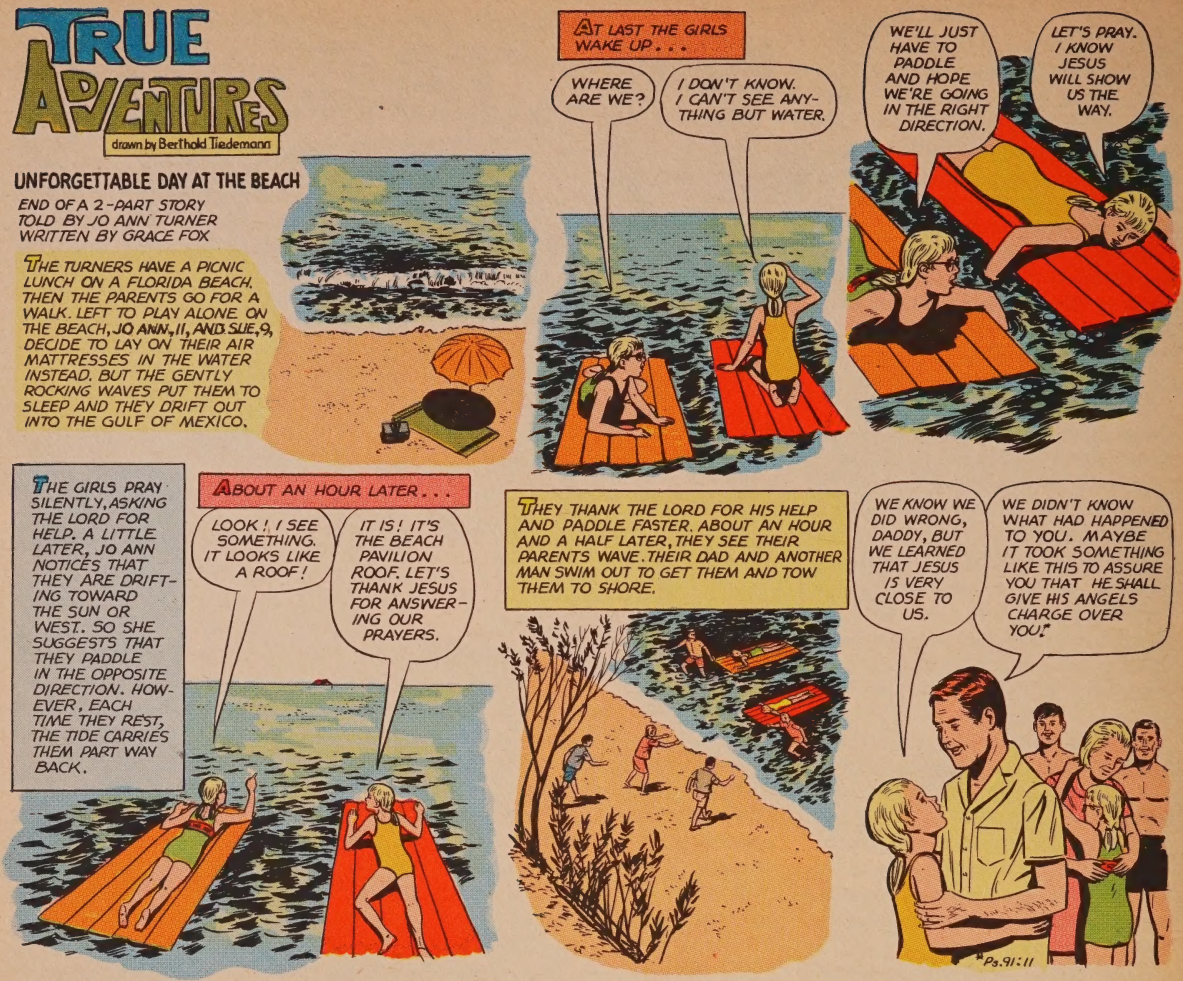
The swirling water nearly wrenched the paddle out of my hand.





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moment. *Dear Lord,* I prayed, *give me strength to help whoever that is!*

Cautiously, I waded into the mud, carrying my paddle. Feeling my way with my tennis shoes, I walked along beside the half-submerged tree. Then, hanging onto a branch of the tree with one hand, I reached as far as I could with the paddle and tipped up the playak.

The wet head underneath was *Becky!*

Quick as anything, she let her playak go and grabbed the paddle. Her legs were tangled in underwater branches. I held the paddle firm while she got her legs untangled. Then I began to pull her toward me.

The current was strong, and the swirling water nearly wrenched the paddle out of my hand. My shoulders hurt and my fingers slipped on it, but I couldn't let go or she'd be swept away. I pulled and pulled till Becky was in quieter water beside me.

Together we waded through the mud to the bank. Turning, we looked to see what had happened to her playak. It had gone, right through the crack in the dam! Becky didn't say anything. She just squeezed my hand and started to cry.

I looked at my legs. When I saw that they were muddy halfway up my thighs, I knew how I had been able to pull my big sister to safety. The mud had held me. "Thank You, Lord," I said.

Playaking for the rest of the week was cancelled. Three playaks had gone over the dam, but happily, they were all empty and undamaged. After our scare, I wasn't sorry that we ended up making potholders and pom-poms with the younger kids.

Becky didn't tell me to "bug off" anymore. And I got a lot of attention when she told her friends how I'd saved her life. When she sat next to me at supper that night and hugged me, I couldn't help smiling, even though my toe still hurt.

Mom would be thankful, I thought, when I told her how God had given me strength when I really needed it. And she would never believe it when Becky and I came home acting more like friends than sisters!

ROD-SHAPED BACTERIA (BACILLI)

Run a Red Light!
continued from page 1

It made Lloyd feel a little better to be able to help her. She had smiled at him with her thin, old, wrinkled face. It must be hard to be so old and crippled, he decided as he hurried off on the errand.

The market was crowded and the clerk rushed. Lloyd got the things on the list and gave the clerk the $5 bill to pay for them. The groceries came to only $3.25. The clerk gave him change, and when Lloyd got out of the store, he found that he had two $1 bills and 75¢ change—a dollar too much!

His hand shook as he looked at the money. That tire was as good as his! He could give Mrs. Nelson her fair change, and keep the other dollar. That big supermarket would never miss a measly $1 bill. And he'd pay it back to the store as soon as he got his allowance. "Lord, I promise I will. It's only a loan, see."

Still, he felt uneasy and walked along as if the law were after him. What would he tell his parents? They'd wonder where he got the money. He could say he had found the dollar, he decided.

He stopped for a red light at the corner. Then he shuddered, remembering something else his Sunday School teacher had talked about the week before. "God loves us and gave us rules in the Bible to live by. If we follow them, we'll be safe and happy," his teacher had said. "Like obeying the signal light at a street corner. The lights are there to regulate traffic and keep us safe. If we run a red light, we may get hurt."

He realized now that he had stolen from the store and then decided to lie about it. The red light. He'd run a red light, as the teacher had said. He'd disobeyed God's rules.

He took the money from his pocket—the silver dollar and green paper one. "Father, forgive me," he said under his breath. Then he ran back to the store. "You gave me too much change," he told the clerk and handed him the dollar.

To his surprise, he felt great afterward. He had not run a red light after all!

He hurried back to Mrs. Nelson's with the groceries, then went home and got the lawn mower. He'd go back and mow her lawn too. Not for money—but in gratitude to God for helping him not to sin.

When he got home after mowing, his father was waiting for him. "I have something for you," his dad said. "I got a secondhand tire for your bike for only a dollar. You've done a lot for Mrs. Nelson, Son. I'm proud of you."

Wow! A green light! Lloyd could go on the bike trip after all! God had not let him down. Sometimes the Lord used fathers to answer boys' prayers. After all, God was a Father too!

The Silent Turkey

A NATURE FACT
by Alta Elizabeth Snyder

ONE November morning, a naturalist went into the South Carolina forest to take pictures. It was so quiet, he could hear an acorn drop.

When he carefully parted the tangled creepers, he gasped. There before him was the grandest turkey gobbler he had ever seen. The turkey was slim and straight. His feathers shone bronze and greenish blue in the sunlight. The naturalist scarcely dared breathe.

The turkey picked a grape and then started hunting for acorns and beechnuts in the thick fallen leaves. With one great claw, he carefully raked the leaves and lifted a footful to one side without a sound. He found a nut and ate it slowly. Then he continued raking the leaves, pushing them carefully aside so as not to attract attention.

The naturalist lifted his camera. CLICK! And the turkey flew away.

What a lesson in wild wisdom! God gave the wild turkey keen eyes and ears and great wings to fly with to protect him from his enemies. But the turkey still is careful not to get into danger.

Our Lord Jesus tells us to watch out for *our* enemy Satan who walks about ". . . as a roaring lion" seeking to catch us and harm us. To keep away from him, we need to use our eyes and ears. We should run from trouble whenever we get near it.

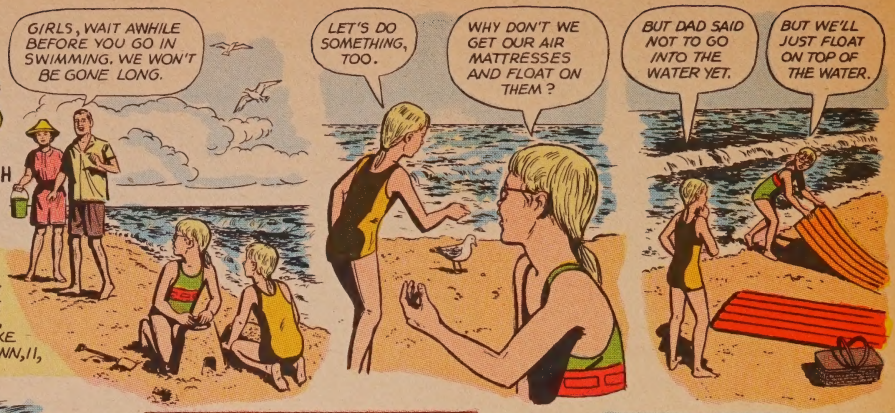
TRUE ADVENTURES

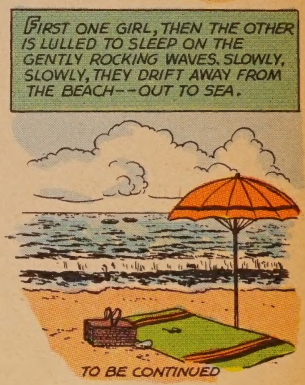
drawn by Berthold Tiedemann

UNFORGETTABLE DAY AT THE BEACH

PART I OF 2-PART STORY
TOLD BY JO ANN TURNER
WRITTEN BY GRACE FOX

SUE AND JO ANN TURNER ENJOY A PICNIC ON A FLORIDA BEACH WITH THEIR PARENTS. THE FAMILY TRUSTS GOD AND THE GIRLS HAVE ACCEPTED JESUS. AFTER EATING, MOTHER AND DAD DECIDE TO TAKE A WALK WHILE SUE, 9, AND JO ANN, 11, PLAY ON THE BEACH.





Writers' CLUB

EARACHE!

▶ When I was about nine years old, I had a lot of earaches. Some nights I couldn't sleep because of the pain. My dad would stay up with me and read parts of the Bible to me until I fell asleep.

My parents took me to an ear specialist. After he finished examining my ear, he said I had to have an operation. The doctor also said I was not to get water in my ear. It could cause brain damage. I was to go back in a month for a checkup. Meanwhile the doctor booked me for an operation.

That month, before the checkup, I prayed about my problem every night before going to bed. The time came to see the doctor. He examined my ear and was surprised to see that it had healed. He said, "I'm going to cancel your operation."

I was so happy. The Lord had answered my prayer.

Mark Bergen, 11, Leader, Saskatchewan

GOD ANSWERED PRAYER

▶ I'd been praying for a girl at school for months. She hadn't received Christ as her Saviour, and I was really concerned because she was one of my best friends. After a few weeks of prayer, I wanted to give up on her because I had talked to her many times before. But she really wasn't very interested in becoming a Christian.

Then I remembered that God doesn't always answer prayer right away. So I prayed for a couple more weeks. One day she started to ask questions about God and being a Christian, so I told her how she could get to heaven. Right there, she accepted Christ as her Saviour. Since then she's had a real change in her life.

Sandi Christopher, 12, Waukesha, Wisconsin

THE LORD ALWAYS WATCHES OVER US

▶ My grandfather lives with us. He has hardening of the arteries. Sometimes he doesn't understand that he lives with us and he wants to go home.

A lot of nights we have to lock the front door so he won't go outside. When he gets like that, I get very upset. I pray for him and things work out. I thank the Lord that He always watches over us.

Carol Smith, 8, McGrays, Nova Scotia

PATRICK KELLY stood for a moment on the corner. Then he turned up Virginia Avenue so he wouldn't have to pass Pop's Grocery. If only his old ball hadn't crashed through the store window that night a week ago!

He didn't think anyone had seen or heard it happen, but he was worried. He couldn't pay for that big window, and he knew his mother couldn't pay for it.

He thought of Ann, his next door neighbor. Just this morning she'd asked him to go to Sunday School and church with her family the next day. He had looked at her happy face and thought, *Ann would never hide anything she'd done.* He'd answered, "No—guess not, but thanks just the same."

He remembered the few times he'd gone to Sunday School. He'd noticed a special feeling in church he'd never felt anyplace else. He heaved a lonesome sigh and turned into the grocery store on Virginia Avenue.

As Pat waited for his eggs and bread to be checked, he saw Harry waiting for him by the door. As the boys walked home Harry said, "How 'bout coming to Sunday School with me tomorrow? We've got a contest going and I want you on my side."

Pat looked at Harry thoughtfully. He'd like to go. He shifted his bag to his other arm and frowned, remembering something. Just last week he'd seen a knife in Harry's hand that belonged to Dick. And he'd seen Harry tear up notes from the teacher to his mother. "Maybe I can go with you," Pat said slowly. "Sure, I'll go! If you can I can!"

"Oh." Harry's mouth dropped open in surprise. "What do you mean?"

"Oh—you know! I was thinking I wasn't good enough to go to Sunday School. But if you can, I can too." Pat felt sure he was as good as Harry or maybe even a little better.

Harry's face turned red and he crossed the street without a word to Pat. "Don't be mad, Harry," Pat called out.

When Pat got home, he set the grocery sack on the table. His mother was peeling potatoes. "Mom," he said, "I'd like to go to Sunday School tomorrow."

"If you want to go it's all right," she said, looking at him questioningly. "Maybe I should go too," she added.

After dinner, Pat helped his mother with the dishes, then shined his shoes. He went to bed feeling better.

It was exactly 9:30 A.M. when Pat walked up the church steps. His red hair was brushed and his face and hands were scrubbed. He smiled confidently at Ann and the kids as they spoke to him with glad surprise.

Later, as they sang, "What a Friend We Have in Jesus," Pat began to feel uncomfortable inside again. He turned and looked at Harry, who glanced away.

Classtime came and Bud Miller, their Sunday School teacher, greeted his class with a big smile. Pat listened to the lesson text, "Be ye doers of the Word" (James 1:22). *I shouldn't have come,* he thought, staring at his shiny shoes. He felt Bud's eyes on him.

After closing prayer and the others were leaving, Bud touched Pat's shoulder. "You're new, aren't you?" he asked. "Sure glad you could come."

"But I shouldn't have!" Pat blurted out, miserably.

"Care to confide in a buddy?" Bud asked.

Pat hesitated. He sure needed some advice. He told Bud about the window. "I don't know what to do about it," Pat concluded.

Then he told the teacher about Harry. "I thought if Harry was good enough to come to church, I was too. But I was wrong. I'm not good enough!"

"Pat," Bud said earnestly, "Jesus died on the cross for each one of us! Other people's sins can make us no better or worse. The secret of our salvation is this. 'If we confess our sins, He is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness' (1 John 1:9). You have only to come to Jesus and accept Him into your life. Then you are a Christian."

"Really?" Pat asked eagerly. At that moment he felt like the world's biggest sinner. "I want Jesus to forgive my sins," he said. "Right now."

"OK, this is the time to accept Him," Bud said cheerfully. As they knelt to pray, a figure moved toward them from the doorway. It was Harry!

"I want to be a Christian too," he said timidly. They looked at him in surprise. Then they made room for him to kneel with them and Bud led his two pupils to Christ as they both confessed their sins and asked Jesus to save them.

"I feel clean inside," Pat said as they stood up.

"I do too," Harry said, grinning.

"What shall I do about the window?" Pat asked, suddenly.

"Go straight to Pop's Grocery and tell him about it. Offer to work for him until the window is paid for. Then go home and tell your mother about Jesus!" Bud said, smiling.

The boys were smiling, too, as they walked out of church together.

A FICTION STORY
by F. M. Woodard

CAMERA FUN AT CAMP

by VaDonna Jean Leaf

TAKING pictures at camp is fun and a good way to enjoy camping memories long after camp is over. You can avoid disappointing pictures and get good shots by remembering a few simple rules:

1. Make sure the camera is loaded with film. In camping excitement it's hard to remember every detail. Load the camera before you leave home. Plan to take only a few good pictures instead of using several rolls of film on quick unplanned pictures.

2. Take your time. If you take a picture too quickly, it may not turn out well.

3. Look into the viewfinder and make sure all of your friend's head will be in the picture and not just his smile. Make sure he is in the center of the picture and not over to one side.

4. Push the shutter down firmly. Be sure to hold the camera steady and level.

5. If you have an older type camera, remember to turn the film up to the next number right after taking a picture. Many fine pictures are ruined by taking two pictures on the same film.

6. It is hard to get an action picture of a ball game or a swimming group without blurring the picture. But it can be done. Wait until the action seems to stop for a second then click. Also aim the camera toward the action. If you snap it as figures move past you, they will look streaked and blurry on your photo.

7. Don't point the camera directly into the sun. Hot sun, glaring water, and light bathing suits will make a light, flat picture. Too much shade will make your friends look too dark. A soft light is best.

8. Your friend doesn't have to look directly into the camera. Interesting pictures can be taken from an angle or a side view, in relaxed, informal poses.

9. Make sure you don't hold your finger in front of the lens.

10. One common mistake is to stand too far away. You get a lot of space and grass but a very small picture of your friend. Move up close.

11. Watch out for wet swimming suits flapping on a clothesline or a garbage pail in the way. Move around until you find a clear spot so those things won't spoil your picture.

12. Take good care of your camera. Don't leave it in the hot sun or under a tree in the rain. Swinging the camera by the straps as you go hiking is not the way to take care of a delicate instrument. Protect the camera from dust and dirt and put it away safely instead of leaving it on your bunk or on a windowsill.

13. Ask a friend or teacher to take a picture with your camera so you can be included in a group picture.

14. Finally, here are some ideas for interesting pictures: a) Your counselor sitting on the porch of your cabin makes a nice two-in-one picture, both counselor and cabin. b) A lineup at the dining hall brings back memories of camp food. c) You'll want a group picture of all your cabin mates but it doesn't have to be a stiff pose with everyone standing in a line. Get a picture of them sitting in a circle on the grass or taking a hike or getting ready for a skit night. d) Take a picture of your friends cleaning the cabin or packing to go home or your counselor leading devotions. e) Maybe you'll want a picture of the flag or a teacher standing at the camp gate or a special friend at canteen time.

Follow these suggestions and you'll have good pictures to help you remember your happy days at camp. Have fun!

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